

THE JOURNAL OF EDUCATIONAL METHOD

Devoted to the Improvement of Teaching and Supervision

Volume IV

SEPTEMBER, 1924

Number 1

EDITORIALLY SPEAKING:	1
The New Volume; A Journal of Progressive Education	
HOW SHALL WE SELECT THE SUBJECT MATTER OF THE ELEMENTARY SCHOOL CURRICULUM?	<i>W. H. Kilpatrick</i> 3
SCIENTIFIC BACKGROUND IN TEACHER-TRAINING FOR HEALTH EDUCATION	<i>Edna W. Bailey</i> 10
WHAT TO DO FOR THE BRIGHT PUPIL	<i>Ben J. Rohan</i> 15
THE RELATIONSHIP BETWEEN CONSTRUCTIVE PROJECTS AND GAMES OF SKILL IN EARLY ELEMENTARY EDUCATION	<i>Ethel B. Waring</i> 25
A LITTLE PROJECT IN SALESMANSHIP FOR THE MOTI- VATION OF ENGLISH WORK	<i>C. E. Lauterbach</i> 28
THE CLEARING HOUSE:	32
A Fourth Grade Health Project; Concept Building	
AS REPORTED:	38
The Single Salary Schedule; The National Education Association at Washington; Second Annual Meeting of the American Child Health Association	
THE READER'S GUIDE:	40
Measurements, Exceptional Children, Curriculum; Significant Articles; The New Books; In Paper Covers	

PUBLISHED BY THE WORLD BOOK COMPANY FOR
THE NATIONAL CONFERENCE ON EDUCATIONAL METHOD

\$3.00 a year

Monthly except July and August

35 cents a copy

THE NATIONAL CONFERENCE ON EDUCATIONAL METHOD

An Association of Persons Interested in Supervision and Teaching

Officers of the Conference

President, WILLIAM H. KILPATRICK, Teachers College, Columbia University,
New York City.

Vice-President, MARY E. PENNELL, Assistant Superintendent of Schools,
Kansas City, Mo.

Secretary-Treasurer and Editor of the Journal, JAMES F. HOSIC, Teachers
College, New York City.

Executive Committee

THE PRESIDENT AND THE SECRETARY-TREASURER, *ex officio*.

KATHARINE HAMILTON, Assistant Superintendent of Schools, St. Paul, Minn.

MABEL E. SIMPSON, Director of Elementary Education, Rochester, N. Y.

J. A. STARKWEATHER, Assistant Superintendent of Schools, Duluth, Minn.

Membership

All persons who are interested in the work of the National Conference on Educational Method and desire to support it are invited to apply for membership.

The annual dues are \$3.00. This entitles the member to receive THE JOURNAL OF EDUCATIONAL METHOD for a year and also any special reports that are issued.

Address applications for memberships to the Secretary of the Conference, 313 Park Hill Avenue, Yonkers-on-Hudson, New York.

THE JOURNAL OF EDUCATIONAL METHOD is published monthly, from September to June, at Concord, N. H., for the officers, directors, and members of the National Conference on Educational Method by World Book Company of Yonkers-on-Hudson, N. Y. The subscription price is \$3.00 a year; the price of single copies is 35 cents.

Postage is prepaid by the publishers on all orders from the United States, Mexico, Cuba, Porto Rico, Panama Canal Zone, Republic of Panama, Bolivia, Colombia, Honduras, Nicaragua, Peru, Hawaiian Islands, Philippine Islands, Guam, and the Samoan Islands.

Postage is charged extra as follows: For Canada, 25 cents on annual subscriptions; other foreign countries not named, 50 cents. All communications regarding subscriptions or advertising should be addressed to World Book Company, Concord, N. H., or Yonkers-on-Hudson, New York.

The editorial office is at 525 West One Hundred and Twentieth Street, New York City.

Entered as second-class matter at the post office at Concord, N. H., under the Act of March 3, 1879.

Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917
authorized August 13, 1924.



A Plan for Supervision

DR. WAGNER has worked out more than a mere theoretic discussion of supervision. True, COMMON SENSE IN SCHOOL SUPERVISION is a splendid statement of the theory and practice of supervision. But, Dr. Wagner does not stop at theories.

SUPERINTENDENT'S NOTES OF VISITS and SUPERVISOR'S NOTES OF CLASS ROOM VISITS

are intended as a supplement to his text, tho they can be used independently to advantage. The notes are prepared in tablet form for record purposes with a carbon to be given the teacher at the conclusion of the visit as a check up on the work being done.

Common Sense in School Supervision.....	\$1.30
Superintendent's Notes of Visits.....	.75
Supervisor's Notes of Class Room Visits.....	.35

THE BRUCE PUBLISHING COMPANY

129 Michigan Street

Milwaukee, Wisconsin

The World-Wide Mental Test

A Pantomime Group Intelligence Test

By GARRY C. MYERS, PH.D.

Head of Department of Psychology
Cleveland School of Education

EMBODIES THE MOST UP-TO-DATE
DEVELOPMENT IN MENTAL TESTING

IN SIMPLICITY, it even goes beyond The Myers Mental Measure, which is so widely and successfully used both in the United States and abroad; for while all other non-verbal tests require that those tested understand verbal directions the PANTOMIME TEST is given in the language of the world — gesture.

The deaf, and the children or adults who have never been to school or who cannot read in any language, find this test fair.

Whether in Sitka, Seattle, or Shanghai; in Baltimore, Bombay, or Berlin; in Buenos Aires, Yokohama, New York, London, or Paris, A PANTOMIME GROUP INTELLIGENCE TEST needs no translation. It speaks a universal language.

NEWSON & COMPANY, Publishers

73 Fifth Avenue

New York, N. Y.

Barrows and Parker GEOGRAPHY

JOURNEYS IN DISTANT LANDS

This is the first volume of a new series by HARLAN H. BARROWS, Professor of Geography and Chairman of the Department of Geography, University of Chicago, and EDITH PARKER, Assistant Professor of the Teaching of Geography, School of Education, University of Chicago.

Ready in September, 1924. The second volume, for the next year, will appear in January, 1925.

CALIFORNIA

one of the foremost states in education, has adopted JOURNEYS IN DISTANT LANDS for basal use.

SILVER, BURDETT and COMPANY

New York

Newark

Boston

Chicago

San Francisco

EDUCATIONAL MEASUREMENT AND THE CLASSROOM TEACHER

By R. H. JORDAN and A. R. GILLILAND

THIS book considers the standard educational measurements as applied to the subjects of elementary and secondary schools. Examples are given of the best known educational measurements, and many others are described and discussed. Methods of giving the tests and the practical value of them in the classroom are fully treated. This is a practical book for courses in educational measurement and for the individual teacher wishing to familiarize herself with the subject.

12mo.

360 pages

Price \$2.00

353 Fourth Avenue
New York

THE CENTURY CO.

2126 Prairie Avenue
Chicago

Sargents Handbooks

American Private Schools

9th edition, 960 pages; round corners, crimson silk cloth, gold stamped. \$6.00

A Guide Book for Parents.
A Compendium for Educators.
Annual Review of Educational Events.
A Discriminating Review of the Private Schools as they are today.

Summer Camps

First edition 1924. 576 pages, 10 maps and more than 150 illustrations. \$5.00

An Annual Survey of the Summer Camps and all matters pertaining thereto.

A Discriminating Review of the Summer Camp Movement, its origin, development, present status, and practices.

EDUCATIONAL SERVICE BUREAU

advises parents in the selection of
Camps and Schools

Consultation on appointment

PORTER SARGENT

14 Beacon Street

Boston, Mass.

National Kindergarten and Elementary College

Incorporated and Accredited
A Non-Profit Institution

Fine professional training in most recent developments in elementary and kindergarten work covering every phase of child life from infancy to twelve years.

Strong cultural courses.

Practical experience in teaching.

High official rating, and endorsements by educators, civic and community leaders.

Fine social spirit and goodfellowship in six dormitories.

Enthusiastic student body of 380.

Continuous growth based upon the demand for its graduates during 38 years.

High school graduates from accredited schools admitted without examination.

Two and three year diplomas, four year degree.

For Catalogue, Book of Views and Graduate Roster, address:

President Edna Dean Baker

**NATIONAL KINDERGARTEN
and ELEMENTARY COLLEGE**

Box 38, 2944 Michigan Boulevard
CHICAGO, ILLINOIS

The Journal of Educational Method

VOLUME IV

SEPTEMBER, 1924

NUMBER 1

EDITORIALLY SPEAKING

THE NEW VOLUME

With this issue THE JOURNAL OF EDUCATIONAL METHOD begins the fourth volume. During the coming year it will continue and develop the policy which has, in the short space of three years, won for it a place of honor and distinction in American educational journalism. The term educational method has justified itself and seems now to be generally accepted though a few persist in confusing it with the narrower expression, method of teaching. The JOURNAL does indeed seek to reflect the best thought of our time with regard to the principles of teaching and to stimulate attempts to perfect a technique based upon them. It recognizes, however, that the problem of method embraces much more than the question of how the teacher can best deal with his pupils. Of no less importance is the question of how the supervisor shall deal with his teachers. Both questions are alike questions of how the best human relationships shall be established and maintained, and it is now becoming generally

recognized that the same laws apply to both. Hence the treatment of one should go along with the treatment of the other.

This treatment should not attempt to be wholly scientific in any real sense of the word, which is not at all the same thing as saying that it will be therefore unscientific. Much of our hope of progress lies in the exchange of experience and interpretation by means of which ideas are clarified and disseminated. At the present time there is special need of such exchange because of a current tendency to urge the results of investigation upon the attention of teachers and supervisors before those results have been sufficiently tested.

Among the educational problems now pressing for attention may certainly be listed the following: (1) How to make proper provision for individual differences through adaptation of the course of study to persons and groups of persons of varying ability and attainment; (2) the unification and coördination of all school activities

in that type of organization now commonly designated the platoon or work, study, and play plan; (3) the reorganization of the subjects of study in the light of changing conceptions of their social values and in the light also of more complete and accurate knowledge of the mental and physical processes which they involve as well as the steps by which they can most economically be mastered; (4) the extent to which a subject type of organization of school work may wisely give place to other units of instruction or means of growth, as, for example, projects which ignore subject boundaries; (5) the relation of objective measurements to the course of study and to methods of teaching and of supervision; (6) the setting up of conditions more and more favorable to good teaching.

During the school year 1924-1925 THE JOURNAL OF EDUCATIONAL METHOD will contain articles bearing upon nearly or quite all of these problems. Many of these articles are already in hand or have been promised. Others will be welcomed. Items of news are especially solicited. All new books and pamphlets will receive notice.

While distinctly progressive in tone, the JOURNAL is not intended to be the organ of any one school of thought or practice but seeks to be a true clearing house for all who are working to create better schools for the children of America.

A JOURNAL OF PROGRESSIVE EDUCATION

The Progressive Education Society has begun the publication of a quarterly. The new magazine has distinction. It is beautifully printed and bound. In this respect it is at least equal if not superior to any other now appearing. Each number, moreover, is devoted mainly to a single theme. The latest, for example, deals with the project conception in education. The editorial work of Miss Hartman is well done and reflects the leisure for that care and discrimination without which the higher levels of journalism can hardly be attained.

Whether the term progressive may properly be appropriated by any one group of educational workers is open to question. Doubtless the most that is claimed by the Society is that it is *one* of the forward-looking groups now meeting and working. Most of the leaders in the association are persons connected with private schools. Such schools undoubtedly have large opportunity for experimentation. They should in all fairness, of course, recognize the limitations which rest upon their coworkers in the great mass of the public schools and evaluate their own efforts accordingly.

The new journal gives promise of being primarily a magazine of discussion. As such it is welcome as an offset perhaps to a growing tendency to despise everything in education that is not quantitative.

HOW SHALL WE SELECT THE SUBJECT MATTER OF THE ELEMENTARY SCHOOL CURRICULUM?¹

WILLIAM HEARD KILPATRICK

Professor of Education, Teachers College, Columbia University

The curriculum question is not so simple as to some it seems. Before discussing the selection of subject matter some prior questions must be raised. Subject matter and curriculum are so intimately related to the educative process, as this is in turn related to life, that we must bring these relationships into the open before we can know how to select subject matter or arrange a curriculum.

My thesis today is that we must not start with subject matter foremost in mind; for subject matter is primarily means, not primarily end. We must start contrariwise with life itself and its present expansion as our keynote. Present expansion at one and the same time provides best for learning, gives edge and keenness to present living, and promises best for later living.

In this matter of education there are two radically opposed positions, now seldom or never found clear cut or 100 per cent pure. The one (the older) says: Start with the detailed constituents of adult life. Have children learn these as separate things, and hold them then in the storehouse of the mind until they can later be combined *into* life as

occasion shall demand. When 100 per cent pure, this position means: preparation for adult life only; that the elemental details are learned in relative isolation; that cold storage is necessary to keep them; and that at best we hope for their later combination into life. The other (my thesis) says: Start with life. Stay typically within life. The school is to be a sample of wholesome social life. Then what is learned is learned in a living situation and so has a better chance to be learned. Being learned in life connections, it connects better with other learning to make an all-round character, and has a better chance of transfer to other life situations. The first position begins with lifeless details, and *hopes* they will later be combined into life. The second begins with life, stays in life, and seeks to improve details within the life process.

My emphasis accordingly is on the general topic of the morning, the major objectives. The selection of subject matter should follow in the light of these. What are the major objectives? Answers will differ according as people differ on life, and on the educative process. We here agree well enough on life

¹ An address made before the Department of Superintendence in Chicago, February 28, 1924.

It should perhaps be noted here that the time allotted for this paper did not allow a consideration of all the factors involved. In particular those relating to practicability are in the main ignored. Not that these are negligible — far from it; many are most insistent. The practitioner in steering his course must take into account not only such considerations as those here urged but all other pertinent factors, such as prejudices of patrons, money costs, existing textbooks, fitness of teachers. His decision must be the best course, all pertinent factors considered. But although all factors are thus cast together into the crucible of consideration from which must come the decision, there remains to the administrator this capital difference between the aims here set up and the difficulties that would hinder their realization. These aims, if admitted as sound, must constitute the administrator's aim and so form the end of his endeavors, while these difficulties must be accepted by him as difficulties to be reduced in power so that they may interfere as little as possible with the realization of life as here discussed.

(if we don't try to state it). We differ mostly on the educative process, which with its relation to life becomes accordingly the principal consideration of this paper.

Recently I have been reading Courtis and Caldwell, *Then and Now in Education*, a comparison between 1845 and 1919. On the whole the results are better now, but still bad. From information there gained and from other considerations I conclude three things: First, there is much room for further improvement; each succeeding survey shows it. Second, we can afford to take some risks; we might help matters and the chance to gain is great in proportion to the risk involved. Third, with the present loss from what is selected to be learned, the mathematical determination of what to teach is painfully like the meticulous measuring of a gallon of water to be carried a mile in a leaky bucket. The care is largely wasted. Some prior problems must be considered before such careful measuring can best function. But bucket and water are better figures with which to indict the old than to suggest the new.

Before proceeding, it may be permissible to say a word as to certain elements of embarrassment and difficulty. The older view still holds sway (though seldom now in pure form). Being long entrenched, it has molded into conformity with it our whole school machinery — textbooks, methods, classroom size and furniture, our promotion schemes, etc. My position, then, even if accepted, must be introduced slowly because the needed new machinery must be devised step by step. But, even more, this older position has molded

our thought and language. The terms *learn, teach, study, subject matter*, the very wording of the topics of the morning's session, all follow thought grooves molded by the old position. They almost beg the question in advance. I must use language which, unless I am careful, may mean different things to you and to me. All of which indicates that I must explain my position before I can attack my problem. Let me then restate my general thesis and procedure. I propose to find immediate educational objectives in the expansion of life, and to select subject matter as needed at the time for that purpose.

What accordingly of life and its expansion? Life is, properly and desirably, a process, a stream, continually (if not continuously) enlarged and enriched. Each present experience must grow out of the preceding and lead into the succeeding. With each succeeding step in time should come an advance in meanings, in richness of content, in control over the process. Thus the babe, the young child, the older child, the adolescent, the young adult, the older adult, should normally and properly illustrate these advances. In this process learning inherently enters. Meanings and better control are learned; that is, learning constitutes the steps forward and upward toward richer content and more effective control. Such steps forward and upward become then the aim of education and its reason for being.

Let us analyze the life process more closely. Each experience should mean advance along three lines or, better, in three aspects: First, in better outlook upon and insight into life and its pos-

sibilities. Let us call this *the growing outlook and insight*. From the working of this come the data for better decisions: Does one *see* better what to do? Second, in the growing disposition to act according to outlook and insight. This will mean many specific attitudes and appreciations. Let us call these *the growing attitudes* to fit the growing outlook and insight. From these come life's decisions: *Will* one decide according to insight? Third, increase in instrumental power to effect what is chosen according to the growing outlook and insight. This increase will be in both knowledge and skills. By a pardonable extension of meaning we call this *the growing technique* of control. The life process is thus healthy and proper when there is continual (preferably continuous) and simultaneous growth along these three lines: Does one *see* what to do? *Will* he do it? *Can* he do it? *See, will, can* — these three constitute the major lines of growth.

Before passing, two remarks are pertinent. First, growth along these three lines constitutes *life objectives*. Second, this growth is essentially learning, and to be best learned all three must be learned simultaneously. All things considered, not even technique can be well learned in isolation. Side practice for better specific use is feasible, and often desirable, but offers no exception to the statement as made. Outlook and attitude are practically never learned in isolation, apparently cannot be so learned. All should be learned simultaneously in actual use, that is, in activities felt as life activities.

Let us now by contrast consider certain objections to the older ("extrinsic") notion of the educative process. As was stated above, this is now not to be found 100 per cent pure. For a century there has been a shift from the old ("extrinsic") toward the new ("intrinsic"). The objections here made are valid, then, in the degree that the "extrinsic" still holds sway. In the degree that this older position is found pure it includes the following: educational values are adult values only, that is, to the child they are "deferred values" only. Specific learning assignments are made and required under penalty. Study is acquiring to give back on demand, to "re-cite." The sign and evidence of learning is the ability to re-cite, to give back. Teaching is administering this process. Such learning is called *extrinsic* because it is in fact extrinsic to the life of the learner as he sees life.

The first weakness of this scheme to which I direct attention is that assignment to be specific (so as to hold the learner accountable) assumes that the child learns only one thing at a time and that this can be assigned. The first assumption is always false, the second often so. The child is always learning many things simultaneously and not all can be assigned. Particularly is the child always learning such matters as attitudes toward the subject at hand, the teacher, the school, toward continuing in school, toward himself as worthy of respect in this line of work. He is always learning in some degree the acceptance (or rejection) of responsibility for his own present learning, for the success of the group enterprise, for

order in the room. Now such attitudes are very important character traits; in the end and aggregate they are probably more important than the subject matter specifically studied. The practice of these accompanying traits, in good or bad form, is going on all the while, is in fact inevitable, cannot be ignored. But the assignment-penalty scheme does in intent ignore them, and so tends to have them learned in bad form.

The factor of non-assignability is so important that we may wisely dwell on it. Taking all such simultaneous learning together we find at least three groups: the non-assignable, the partly assignable, the easily assignable. The non-assignable group includes especially attitudes and appreciations, which constitute perhaps the finest aspects of human character. In dealing with these the assignment-under-penalty scheme absolutely breaks down and does positive damage. The partly assignable group includes especially certain formulated problems and matters of outward moral conformity. The formulated problems are assignable if mechanical enough, but the fact of formulation in itself means that much is already lost. The "natural setting" is gone and with it the chance for the best and most practical thinking. Matters of outward moral conformity can be demanded but cannot be assigned for practice in advance of the situations actually demanding them. Even so, however, the spirit is not assignable, because it cannot be tested. So again assignment-under-penalty fails. It cannot deal with natural setting or with inner spirit. The real world of affairs is closed to it. The third group of the

easily assignable includes skills, "facts," and formulated statements for memorizing. Here the assignment-under-penalty scheme fairly revels, but it gets these too often at the expense of the spirit and the natural-setting connections. No wonder that for a century the shift has been away from mere assignment and testing. The natural result of such a system is to reduce the curriculum content to what can be assigned and tested, with consequent loss of much of the finest in life and character.

Not only is subject matter thus degraded, but teaching also. It needs no discussion to make clear that when teachers are supervised and judged on specific content results fixed in advance and from above, they *tend* to center efforts on what can be assigned under penalty, and tested accordingly. Who can blame them if they ask, "Why assign where we cannot hold to account?" "Why teach where we cannot be held to account?" Teaching is mechanized. Teachers tend to resent such a factory system of supervision, and rightly. Strong personalities chafe when reduced to mere cogwheels. Many of the best will get out. Those who cannot will often harbor resentment. And our modern tests and measures can be made even more refined instruments of such oppression. In the degree, then, that the course of study is fixed specifically in advance, not only is the teacher compelled to resort to assignment-under-penalty, but individual pupil needs also are ignored, personalities of teacher and children are ignored and suppressed, local and opportune learning situations *tend* to be ignored, activities are

rejected lest the course of study be not covered. Again is learning reduced to the more mechanical matters and teaching to a factory artisanship.

The children suffer in yet other ways. Always to study under assignment-and-penalty *tends* to reduce the learning of children to what will "get by," oftentimes to mere cramming, at times to pretending, and with some even to cheating. To live always on a basis of "getting by" is inherently degrading so far as concerns morality, and is wasteful so far as concerns learning. And even with regard to the easily assignable, to teach facts and skills apart from situations inherently demanding them is to lessen that sense of significance which is necessary to good learning, and is to lose that natural connectedness which is necessary if best transfer is to be got. Facts and skills inherently belong in life situations and activities. To attempt to teach them in isolation is to lose so much of the technique connection, not to mention the damage to insight and attitude, that only as considered exceptions should such ever be done.

We conclude thus against the old that in the degree that learning is extrinsic, imposed from above, assigned and tested under penalty, in like degree does the school give its effectual attention to mere skills, "facts," memorized statements, and mere outward moral conformity. In like degree it must lose and even destroy matters of the spirit and the natural-setting connections. Again it is no wonder that the shift is now definitely away from the "extrinsic" toward the "intrinsic."

What now shall we say of the intrinsic position? It looks inwardly at the learning process and outwardly at the life value of what is learned. In the matter of learning it asserts, first, that taking the whole situation into account, that is, considering *all* simultaneous learning effects, subject matter is as a rule best learned as and because it is needed in some enterprise already and otherwise accepted and now under way. It asserts, second, that attendant learnings (attitudes, appreciations, and the like) are best built, if not only built, in connection with such enterprises. This second proposition, far-reaching as it is, from exigencies of space will have to be accepted here without discussion. Possibly it is obvious enough not to require discussion. The first proposition is now best observed in out-of-school learning, say a child first learning to lace his shoes, or a man driving a new type car. In each instance *study* and *learn* are clearly inherent and intrinsic in the life process. And the sign and test of learning is: Does the boy lace his shoes? Does the man drive the car? Again space forbids discussion.¹ We conclude that learning must, as a rule, be intrinsic if all learning effects are to be properly conserved.

And what of the value of what is learned? Consider again the stream of life and its enrichment. Does one *see* better what to do? *Can* one better do it? *Will* one more likely do it? From this we get the test of value: what effect has the learning on the stream of life, to enrich it, and to increase control over it? Or, better: (1) What broader and

¹ I have discussed this and much else of this paper in a series of articles in this JOURNAL for November, 1922, and February and May, 1923 (2: 94-101, 230-236, 367-376).

finer outlook and insight results? Does one now *see* better what to do? (2) What increase of disposition to act according to what is seen? What attitudes and appreciations result? *Will* one more likely choose properly? (3) What increase of instrumental power has resulted? Is one's technique better? *Can* one better effect what he sees and wills? From these considerations follow our resulting and inclusive thesis that the educative process is good and sound, first, in the degree that learning is intrinsic (*vs.* extrinsic), that is, is demanded now by life and functions now to further present life; and, second, in the degree that what is learned serves to raise life continuously, here and now, to higher and richer levels. This second means increases along many lines — the ability to see what to do, the wish to do what is seen as proper, and the ability to do what is seen and willed — each improved, all better and better organized.

How, then, shall we state the resulting objectives?

(1) For life as a whole: that the general social life shall at all points bring to each and all together the highest feasible degree of continuous growing as already defined. The greatest of teachers said: "I came that ye might have life and have it more abundantly."

(2) Specifically for the school: that the school program shall consist exactly of such socially conditioned enterprises as shall prove in high degree (a) *gripping*, stirring to vigorous action, (b) *challenging* to the present powers and limitations of outlook, insight, attitude, and technique, yet within reach of

reasonable endeavor, (c) suitably *varied*, so as to bring all-round and continuous growing.

Such objectives may perhaps seem to many too simple to meet the need. But granted the wise guidance of teachers who are in intelligent possession of the race experience, if such enterprises be prosecuted to their legitimate conclusions, we shall have, so far as I can now see, the most promising hope that the children will, according to their levels, use and exercise for each such enterprise the appropriate knowledge, skills, attitudes, and standards available in the race achievement, and so using them at this level, will grow best to use them in turn at the next higher level, where the like process may again be repeated.

Simple? Yes, but reaching as far as the limits of child capacity and available race achievement.

Objectives? Yes, for a teacher to seek *gripping* and *challenging* enterprises is to set up a precise objective, clear and definite and infinitely realizable.

And what of the selection of subject matter? It is settled by the choice of the varied activities. Granted proper teacher guidance, the subject matter thus inherently called for by these activities will, so far as I can now see, be for our elementary schools¹ better chosen and better taught than on any other scheme hitherto proposed. In particular the finer character aspects and the finer subject matter reaches will not as now tend to be lost.

Before closing it seems wise to consider certain miscellaneous questions.

¹ The discussion is much the same but still in certain respects different for secondary and higher education.

(1) Will the scheme work? Can it be done?

It will work. Pre-school family education is on this basis now. Practically all *effective* moral education is on this basis now. Most out-of-school learning (the most practical and essential sort) is on this basis now. All good kindergartens are run pretty largely on this basis. Our most successful seminar courses are run on this basis. Extra-curricular activities are largely on this basis. All school work for a century has been moving away from the extrinsic toward intrinsic basis.

(2) But, you ask, will it work in the ordinary school?

Yes. Read *Sanderson of Oundle*. In the main this was his scheme. Read Collings, *An Experiment with a Project Curriculum*, and see how a country school, ten miles from the railroad, got the ordinary school subjects better than other schools about and even better than United States "norms," as these were measured by the best available standard tests. But better than school subjects Sanderson and Collings both got attitudes and outlook in astonishing degree. Read and see. It has worked. It can work.

(3) Can all teachers be trusted to work it?

Not now. But some can now, more could with practice and encouragement. Some possibly never could. Following, however, such greater opportunities, a better type of teacher would surely be attracted into the profession.

(4) Are there then to be no minimum essentials?

I do not myself so hold, but I would severely restrict these in both amount and use. Among such we could easily agree upon the English language (for our country), reading, writing, and a little (very little) arithmetic. And it is no yielding of essential theory to accept these; unless these be got, little and only one-sided growing is possible. But I should wish considerable latitude as to when they should be got. There are, of course, many other essential outcomes to be worked for all the time — truth-telling, for example — but as technically defined I should not call such minimum essentials.

(5) What about a common body of knowledge and attitudes necessary for social integration?

In my judgment this would be better got than now. As matters now stand, we assign knowledge and ignore attitudes, and so lose both in too great part. If we seek both in right relationship to each other, we can improve over what now obtains.

(6) Has this point of view no place for the expert?

It most assuredly has, but the expert must serve, directly or indirectly, as a teacher of teachers, not as an autocrat. We cannot hand out detailed curricula from above. That effort is wrong. The effect is bad. The teacher will more than now need to know and understand content, values, and processes. More, not less, expert knowledge will be called for and utilized.¹

(7) What is our present duty as administrators?

¹ In a full discussion it would have to be brought out just how expert knowledge would practically function in the plan here advocated.

Face all pertinent facts, even if they require inconvenient adjustments. Study the educative process and its relation to the enhancement of life. Stop the slavish worship of one-sided objectives. Break as fast as feasibly possible the thralldom of teacher and

pupil to the fixed, detailed, autocratic course of study. Encourage those able and willing to break away at once. Base the curriculum on activities as fast as is practicable. Guide rather than oppose the manifest trend of democratic development.

SCIENTIFIC BACKGROUND IN TEACHER-TRAINING FOR HEALTH EDUCATION¹

EDNA W. BAILEY

Supervisor of the Teaching of Science, University High School, Oakland, California

In regard to that most vital and urgent of our problems, the training of teachers for health education, there is quite general agreement upon certain fundamentals. These include the recognition of the imperative need for sound scientific knowledge, familiarity with the field of chemistry having been especially emphasized. This command of scientific material and method are to be coupled with training in psychology and educational method, and, to some extent, first-hand acquaintance with social problems related to health. In other words, the teacher of health education should have skill in teaching, a wholesome personality and social viewpoint; should be free from superstition, dogmatism, and fads; possessed of sound scholarship in the field of fundamental sciences; and be well posted as

the latest developments in the fine art and unfinished science of "How to Live." Our immediate problem is to determine what can be done to help the ordinary, everyday teacher to qualify

for so exigent a task, remembering always that she may have few assets beyond good will and skill in handling children.

The newer term, health education, has been coined not only to escape the curse of "hygiene" but also to include a broader scope of subject matter and activities. To select and impart knowledge that will work in individual application is a task which calls for broad training, open-mindedness, and sound common sense on the part of the teacher.

The program for teacher-training proposed at the Lake Mohonk Conference gives evidence of having been planned with these various and insistent problems in mind. The whole spirit of this Conference Report is enquiring, unprejudiced, and free from dogmatism. It both invites and stimulates constructive criticism. Emboldened by this attitude, this paper ventures a critical summary of its teacher-training recommendations.

¹ Given at International Health Education Conference, San Francisco.

The plan includes a long list of recommended courses, falling under the following heads: (1) Hygiene (personal and community), eight kinds; (2) Nutrition; (3) Home Nursing and First Aid; (4) Physical Education; (5) Principles of Health Education and Practice Teaching; (6) As preliminary work, the general principles of applied chemistry, applied physiology, applied psychology, and applied bacteriology.

Without stopping to emphasize the many excellent features of these recommendations, certain points seem to the writer open to criticism.

1. Too little emphasis is placed upon the fundamental sciences. A high school preparation in chemistry and biology is inadequate, not because the ground is not covered, but because of the immaturity of the student. A mastery of scientific subject matter and method is not attained so easily or so early; and stuffing with facts does not meet the need.

2. In organizing instruction, larger and more closely coördinated units would yield better results. Such further organization may have been intended, though not here explicitly stated.

3. There is indication of unfortunate separation between the fundamental sciences and their application. This is not peculiar to this program, but a general tendency, against which all socially-minded teachers of science must be on guard.

4. There seems to be a good deal of emphasis placed on various sorts of "hygiene." The "laws" of hygiene are not like the laws of the Medes and Persians, and the teacher who knows nothing

but these (so-called) laws is apt to wake up some morning and find that some one has fed a few more rats and discovered that all children should drink coffee and go to bed at ten o'clock.

5. This program does not appear to provide enough opportunity for the teacher to obtain a correct perspective of the slow growth of our knowledge of health and disease. It is good to recognize the hoary old health fads and fallacies that crop up generation after generation. Such study helps us to a better understanding of the public, which has always accepted its health regulations on the basis of blind obedience to authority, and cannot be expected to become rational overnight.

6. A modern program should include some provision for field work; for first-hand contact with those problems which the teacher is being trained to solve. Any community offers some opportunity for such contact, and both community and training school will profit.

The suggested program has been formulated through several years' experimenting in supervision and in teacher-training work, and has profited by constructive criticism from many fellow workers. Dr. John N. Force, of the Department of Hygiene and Public Health of the University of California, has been especially generous in bringing to bear his specialized knowledge and teaching experience on this problem.

A program in teacher-training must consider both the subject matter to be included and the manner of presentation. The material needed is found in many fields, and must be so synthesized as to yield a clear and well-integrated

body of knowledge. This should include, first of all, a thorough knowledge of the human mechanism, from the standpoint of its functioning. It is not necessary to know anatomy as the surgeon knows it, or physiology in an exhaustive sense. But it is necessary to understand the metabolic process, by which the living creature maintains life, does work, grows and reproduces; and to understand the mechanism of sense-organs, nerves, muscles, and glands by which living things become aware of surroundings and react to them.

Such a dynamic conception of the human mechanism cannot be obtained without a background of knowledge of chemical and physical relationships. A teacher of health education without a command of the fundamentals of chemistry is worse off from many points of view than one lacking in knowledge of anatomy and physiology. The kind of working knowledge of the living creature needed is better obtained from general biology than in any other way. The more specialized sciences put too many details in the picture, and usually place too little emphasis on physical-chemical relationships.

Next in importance will come a familiarity with modern knowledge of human and animal behavior, or general psychology. This is desirable, not only as an instrument in producing more skillful and efficient teaching, but as a means of helping boys and girls to solve the problem of how to make the most of themselves and enjoy life rationally. Also, the teacher needs a command of the resources of modern psychology in her business of education in health. The healers, the prophets, the quacks, the

painless dentists, and a host of others are using these resources to their own advantage, and to the detriment of the public. There is no reason why the forces of evil should have a monopoly on applied psychology.

Finally, we can make excellent use of health material from the field of epidemiology. There is so much we do not know about the human machine and how to operate it most efficiently that it is a satisfaction to deal with the comparatively large areas of solid achievement in the field of control of communicable disease. Curiously enough, a study of school texts and programs seems to show that we have spent most of our time and effort teaching what we know the least about, and have given little attention to the triumphs of applied bacteriology and parasitology. This is in part explained by the fact that this material cannot be taught to young children, except as involved in a few simple health habits. It is best suited to presentation in secondary schools, where our health program is comparatively undeveloped.

The teacher needs familiarity with general bacteriology and preventive medicine, especially in its historical aspects. She needs this even for teaching little children. It will help to create a correct perspective, and prevent her from promising too much as results of keeping "health commandments." For older children, the facts concerning the cause and control of infectious disease should be presented so vividly that they will bring home their own lessons. Such teaching calls for more than hearsay or book learning on the part of the teacher.

But the greatest service this particular part of her training can perform for the teacher is to make an enthusiast of her. The inspiring record of the age-long fight, the self-sacrificing heroes of medicine with their undisputed achievements, and the fields yet unconquered, all combine to fire the imagination and arouse the determination to help "carry on." It is paradoxical, but true, that one of the most fascinating, encouraging, and stimulating fields of health education is found in the "detective stories" of control and prevention of infectious diseases.

Arranging this material in briefer form we have the following:

SUGGESTED PROGRAM

1. General scientific foundation.
 - a. Chemistry (including organic) and physics.
 - b. Biology — general and human.
 - c. Psychology — general and educational.
 - d. Bacteriology (including immunology).
2. Specific technical information and training.
 - a. Elementary preventive medicine, including communicable and degenerative diseases, sanitation and housing, industrial risks, child welfare, vital statistics, governmental and other health agencies.
 - b. Nutrition.
 - c. Physiology of infancy and childhood.
 - d. Psychology of childhood and adolescence.
 - e. Physical education.
3. Practical training in health teaching.

This program differs from the plan previously discussed in placing greater emphasis on the fundamental sciences, involving additional branches and at least one year of work in each beyond the high school, and in providing fewer and larger units of instruction in order to do away with multiplicity of courses

and consequent confusion, and a great deal of overlapping.

Fewer "rule of thumb" courses, usually described as "Hygiene" of one sort or another, are included, and no courses for obtaining special skills, such as "first aid" and "home care of the sick." These involve no new subject matter and should be learned as practical phases of the fundamental subject matter by applying it in home and school situations. Additional material is provided for perspective, freedom from fads and superstitions, and a sane recognition of the limitations of our knowledge of how to live.

But, after all, the problem of choice of subject matter, though important, is not the only factor in successful teacher-training. A set of courses, covering the material outlines, could be so organized and presented that the prospective teacher would not be the least bit better prepared for health teaching by having taken them. Indeed, she might be worse off, because we humans are so frequently obsessed with the impulse to tell what we have learned, especially if we have learned it recently and cannot see any other use to make of it. So, a teacher stuffed with facts is more of a liability than an asset. The courses suggested should be adapted to the ends of health education through careful choice of subject matter, but the subject matter must also be so organized and presented as to make use of the best we know in educational psychology.

We must also recognize that our teachers-in-training learn what to teach and how to teach it by example far better than by precept. Therefore, not only must we insist on sound

scholarship in fundamental sciences, but we must strive for such practical teaching in those sciences as will bear fruit in action. This cannot be obtained through laboratory teaching alone. The laboratory attack on a problem provides only a partial solution. The industrial chemist works out many a process "under laboratory conditions" which can never be made to function in commercial production. Exactly the same difficulties arise in dealing with the application of the fundamental sciences to health. No teaching is adequate which does not carry the student beyond the laboratory environment, with its conditions of controlled experimentation, into real life situations, where observation rather than experimentation becomes the most fruitful method. We have *assumed* that the method and mental attitude learned in the laboratory will be carried over into life; the sternest lesson psychology has for us as teachers of science is that *this is largely an assumption contrary to fact*. All the training we can give prospective teachers on the fundamental sciences will be practically worthless unless it has been presented in such a manner as to include the solution of practical problems, not as a means of applying what has been learned, but as the commanding motive for learning anything at all about science.

We cannot lecture and quiz our students through normal school and college, and then expect them to go out and teach by the problem method. They will teach as they have been taught. Nor can we teach "pure" science to inexperienced youths who have spent most of their lives in the narrow envi-

ronment of schools, and expect them to make the application of these scientific generalizations to the complicated and confusing situations they will meet. The only way out is to break down the wall between schools and practical concerns, and learn even the fundamental sciences in relation to the world's need of them.

This applies not only to the group of fundamental sciences but also, and even more emphatically, to the specific and more technical material included in our second group. This may be successfully presented in problem fashion, beginning where the students are, and working from local to broader problems.

This program seems ambitious. We must admit it is fairly intensive, extensive, and expensive. It may be said that such a program would be possible for specialists, directors of health education, but impossible for the mass of teachers. But we must recognize the tendency in this field to emphasize the work of the individual teacher and to minimize the interference of the specialist in the classroom situation. No amount of knowledge on the part of the supervisor will help the teacher answer those classroom questions which "it is a disgrace not to know." A supervisor is most useful as an admiring audience; he can help some by obtaining money and books and material for the subject, and fighting its battles in general; but a supervisor is not on the firing line; he is only a humble "Service of Supplies."

Moreover, health education is not a particularly harmless subject on which to loose amateurs. Teaching Latin or

spelling or arithmetic with poor preparation and little skill has no such explosive possibilities as has a subject which attempts to influence the health, sanity, and growth of boys and girls.

Sacrifice quantity, if necessary, but hold to the standard of quality. Less

work, if we must, but sound. We have only to show that we can "deliver the goods" in the shape of healthier and happier boys and girls to have fully adequate support, financial as well as moral, for any program necessary to insure good teaching.

WHAT TO DO FOR THE BRIGHT PUPIL¹

BEN J. ROHAN

Principal, Second District Schools, Appleton, Wisconsin

Each year throughout all of our grades we give the Thorndike-McCall reading test, using the results as the means of determining what kind of work each child needs. Those that are up to standard and above are put in groups by themselves and given a type of reading which tends to keep them busy and interested. Those who are below standard are given a type of remedial reading work which is suited to their needs. We aim to diagnose their difficulties—in so far as this is possible for untrained people—and prescribe remedies according to the conditions. In our seventh and eighth grades we establish interest clubs for those who are up to standard. The purpose is to give the bright children something to do in which they have a genuine interest, so that during their spare time gained in the classroom they will not be without work.

We aim to stimulate purposeful reading. The clubs meet for a forty-five minute period once a week. During this time the interest is so aroused that

it carries back to the classroom, where books pertaining to the interests are available. When the child has any spare time he may have access to them. Problems are set during the meetings of the clubs so that whenever a bright pupil is free from his regular class work he may work on a personal problem. He always has something to do and it is something he likes to do.

This is handled by so-called interest or incentive clubs. Two years ago, we had four of them—a teachers' club, a forestry club, a newspaper club, and a wireless club. All of these met after school hours and the children were in them because they chose to be. That their interest was keen is proven by the fact that there was a high percentage of attendance.

TEACHERS' CLUB

The teachers' club was composed of eighth-grade girls who felt that they might be interested in teaching. The aim of the club was to establish some high ideals as to the possibilities of the

¹ Given at "Tests and Measurements Section," State Teachers' Meeting, Milwaukee, Wisconsin, November 9, 1923.

teacher. That teachers have influence is taken for granted, but whether it is constructive or destructive is important. That this influence should be for up-building is necessary, for upon the boys and girls of today depends our leadership of tomorrow. The ideals established in school often stay for life and therefore school people should have a high ideal of service. We approached this through such books as *The Evolution of Dodd*, *The Brown Mouse*, *The Rural School from Within*, and like material, to which the girls responded splendidly, being moved by the tragedies and living through the trials themselves, actually feeling that if it happens to be their lot to teach, they will value highly the human element, and will not become so absorbed in teaching a subject that they will forget to teach boys and girls.

The club visited a kindergarten, a first grade, a rural school, and a county training school. After each visit the teacher in charge of the school or room talked to the girls regarding her work and they in turn asked her questions. A first-grade teacher was asked, "Why do you divide your class into three sections?" and a kindergarten teacher, "Just what do you teach in kindergarten?" and the like. This naturally led to discussions of problems of discipline which arose in the school, social problems, teaching problems and so forth. The teachers always gave their views and the reasons for them, and the girls did likewise. Thus we had a healthy discussion of school problems and a personal relationship arose which otherwise could not have been established.

Near the close of the year the efforts of the club could be summarized in these few remarks by the girls: "I never knew that teachers were so human"; "All of these places we have visited and all the talks were so interesting that I scarcely know which grade I would like to teach"; and in her graduation essay one of the girl teachers closed by saying, "The True Teacher may well be proud of the title, for her work is akin to that of the Master Builder, the creation of a temple, not made with hands." Another said "I realize that as I build a life I build a nation. Building a life is similar to building a house because the purpose for which one is building determines how the building is done," and after enumerating some of the ideals the classroom should have, she concluded by saying: "These I believe can be accomplished in the classroom, and because a nation imbued with these ideals and characteristics is a strong nation and a safe nation, I want to have a part in stamping these ideals and characteristics upon my country."

These girls commenced to think in big terms, to see things in their interrelationships. They saw the school and teacher through more observing eyes and in a different light. Their sympathies were aroused, their ideals were raised, and they saw life as they had never before seen it. If they become teachers they will be better for having had this experience.

This year we are adding some interesting material suggested by Miss Zona Gale, the authoress, and Miss Harriet Long of the Wisconsin State Packet Library. We hope also to use these little teachers as helpers in classrooms.

FORESTRY CLUB

Most of you are familiar with or know of the sleet storm which hit northeastern Wisconsin on February 21, 1922. Rain fell and froze for two days, completely encrusting our trees in a thick cloak of ice, which added tremendous weight to them—often it was ninety times the original. This load was such a strain that many of the limbs were broken off or torn out. The trees in the school yard were in bad condition. Many limbs were broken, the tops resting on the ground and the butts holding to the trunk by long jagged ribbons. Tops were broken off and hanging down, trunks were split by the weight of heavy limbs; it was a sorry looking place. To save our trees was a problem and it was this our forestry club sought to do.

None of us knew how to take care of wounded trees. We knew something of first aid for people but not for trees. It happened that the *Post Crescent*, our local newspaper, advertised that a supply of bulletins dealing with tree surgery had just arrived and could be had for the asking. We asked for some and got them. This formed the basis of our study. We learned of the dangers of neglecting wounds and found that trees are much like humans in this respect. We learned the importance of the care of the cambium, that it is the growing part of the tree and that to injure it kills it so that new wood or bark cannot grow in the injured place. Next we learned the steps in repairing a broken limb and how to treat the wound. And then came the real work, that of repairing the trees.

This was a big undertaking. Most men who saw the condition of the trees

said that the boys could not do it, but this only urged them on. Long extension ladders were borrowed from hardware stores, saws and ropes were brought from home, shellac and tar were purchased and every Saturday morning for four weeks we worked on the job. The boys liked it so well that they were willing to work in the cold spring rain. The trees were repaired.

Last year we studied a number of pamphlets issued by the United States Government on Forestry, dealing with the high cost of home building, the waste in our forests, the retreating timber, and what can be done by way of a reforestation program. Through this study the boys found it would take half a life time and more to save up enough money to buy a home. They learned that Appleton is dependent upon the forests and what would happen to our city if they were destroyed. They saw the necessity for rebuilding our forests and learned that if we did not we would soon be in as unfortunate condition as some of the European countries, because much of our prosperity is due to our timber.

After learning of the necessity of reforestation, the question arose: How can reforestation be brought about? This led us to plan for an overnight trip to Door County, a place about eighty miles from Appleton, where reforestation was being carried out on a small scale. But, first, we had to have money. The boys gave a program—they planned and took entire charge of it and made twenty-five dollars. Next, we had to have autos, food, bedding, etc. The boys planned and arranged for most of these. When the time came for

us to go, two fathers were afraid that we were short of cash and each sent us a check for ten dollars. We made the trip in three cars and a truck, leaving Appleton Friday at 3.30 P. M. and returning Saturday at 6.00 P. M.

The boys enjoyed the trip very much. Mr. A. E. Doolittle, Superintendent of the State Park in Door County, showed them around, pointing out places of interest and telling of various problems connected with forestry. He showed little three-year-old seedlings not yet set out, also plots where the trees had been out all the way from three to eight years, which made clear what a stupendous task it will be to reforest our nation as it should be. The boys learned that it takes forty years, at least, before the trees in a crop of timber are large enough to use, and that if they planted such a crop now they would be men, well along in life, before the timber would be fit for market. They realized that trees are subject to diseases which sometimes get into forests and do untold damage, that fire is an enemy of our trees, and the careless hunter, camper, and pleasure-seeker are the cause of much destruction. They learned that we use timber faster than we grow it and that unless we either curtail its use or stimulate its growth, serious trouble is ahead.

While at Door County the boys slept in a barracks which is used by cherry pickers. Each had a single bunk which was not too comfortable, yet no one grumbled. Meals were eaten out of doors around a campfire, and all had to help. This gave them a taste of outdoor life and also a little insight into the life of a forester.

This year we plan to continue the work along similar lines. We have added a number of interesting volumes which will give more variety to the reading. Along with this we will make a brief survey of the training necessary for forestry work. Two of our last year's foresters wrote the following:

I liked the Forestry Club more than anything else at Lincoln School for I enjoy the study of nature. I don't believe one of you will regret joining the club.

It taught me that our country is in danger of losing its lumber supply and that without trees we would have floods, famines, and drouth, instead of flowers, birds, a rich food-producing country, and beautiful scenery.

I will always be interested in the Forestry Club, and glad to help if I can, for I want to become a real forester to preserve and replant the forest.

Sincerely,

STERLING W. ———.

"Save the trees and you'll save all," is my motto.

The Forestry Club of the Lincoln School was something for me to look forward to all week, when I was in the eighth grade. It gives me the same amount of interest and pleasure to look back on it now as it did to look forward to it last year. The club was all anyone could desire, for it contained knowledge, interest, and pleasure. I know I will never forget the trips with the club, nor the interest that I had in planning for the trip.

But looking on the serious side of it, think of what is happening to the United States and what will happen in the future if the timber waste continues. Think of what you can do to help the situation.

Wishing success and interest to the club.

An interested forester,

WILDER ———.

NEWSPAPER CLUB

The newspaper club was the most successful and is a splendid illustration of what interest work can mean and do for children. Four girls who liked this

kind of endeavor worked in pairs and each pair published a paper, one, *The Lincoln Trumpet* and the other, *The Lincoln Tattler*. This was splendid business training because the proceeds from the papers had to pay the cost. Stencil and paper cost money and so much so that a copy of either paper cost two cents—as much as the large Milwaukee and Chicago papers. To meet this expense “ads” had to be sold and a circulation secured. This was accomplished, but by no small effort. So successful were the girls in selling their papers that they had in the neighborhood of one hundred customers, among whom were three people from our State Department of Public Instruction. “Ads” were solicited from people in school who had things to sell or services to offer. One pupil gave æsthetic dancing lessons—she bought space; others advertised handmade flowers, a washing machine, a rocking chair, a mattress, etc. This was all good business.

Another feature was the generalship and organizing ability displayed. A corps of reporters had to be on the job to gather the news from all departments of the school. This news had to be sorted and revised so as to keep the personal element at a minimum. Yet, the reporters had to be kept busy and interested. This was done, for neither paper ever lacked news. Again, the papers had to sell, so they had to be interesting. This was done by having in each issue something about all parts of school life. The girls waded through volumes of reading material to find interesting stories and funny jokes and here came in much training for selection, rejection, amending, and judging. Each week an

original story by one of the editors appeared. To do this alone required no small amount of work. One of the editors became so interested in dog stories that she wrote to Mr. Terhune, the dog expert, regarding one of her problems and he wrote her a splendid encouraging answer. This incident she will never forget.

After all the material was gathered for each issue, it had to be arranged and then stencils made. For one paper they were made in the school office and for the other at a private home. Then they were run off on the school mimeograph. So eager were the pupils to get these papers that the demand usually exceeded the supply.

Again, these papers were a decided help in improving the morale of the school. The editors did not hesitate to call attention to any abuse of the property or privileges, and frequently the teachers' attention was called to something which otherwise might have passed unnoticed. If the principal wished to send a message to all the pupils, the papers served as a splendid medium. They urged our boys to be manly in our athletic contest, they urged hiking clubs, bicycle clubs, and baseball teams for the girls, all of which were formed. When our Music Memory Contest was under way, the papers worked hard to arouse interest in it and did much to make success possible. The following editorial appeared in the *Trumpet* under date of March 23, 1922:

CONTEST

There are but a few days left before the Music Memory Contest. Miss B.— has certainly done her part. Those who have victrolas in their homes have done their's. She thinks as she

stated in a recent interview that we are getting along nicely, but not by all means getting along well enough to stop working then and there. (We mean now and here.) She thinks that learning the words of many of the selections will help greatly. What we want to work for now is DATES. They are the weak spots in our armor. We want our grand old Lincoln to carry off the honors, don't we? And remember, 8th graders, this is the last year we can ever give anything to our school. Please make the most of it!

In another place in the same issue appeared the following under the caption:

FOR THE HONOR OF THE SCHOOL

My, there certainly are a great many contests this year! Music for those musically inclined, baseball and basket ball for the athletes, an essay contest for the literary 6th graders.

Here is a chance for almost all of you to win some honor for Lincoln School. You owe it something, so work, work, work! Even though you do not get a thing, the school will certainly thank you for giving your best toward its glory. So, go to it, 6th, 7th, and 8th grades and show that Your Class is the hardest working class, the best, and the most capable in the history of the school.

These articles had their results—the contest was won and in the next issue appeared the following:

WINNERS OF THE CONTEST

Good for Old Lincoln, best in the city! And it surely proved it on the night of the Music Memory Contest, when Wilder S.—— left a sick bed, under a doctor's care, to win for his school the honor of having the most perfect paper in the city. That's what we all call school spirit! That's what counts! Our whole school is proud of Wilder, of Marie M.——, Ione S.——, and Clarice M.——, the three girls from Lincoln, out of the five girls in the district, who tied for second place. We ought to be proud of Eleanor J.——, who won third place for her school. Of the many honor pupils, and in fact all who showed so much school spirit in this contest, who though won no prize, helped to strengthen the name of "Lincoln, the best school in the city."

TOKEN OF APPRECIATION

The school routine was broken last week, when the 7th and two 8th grades went into the music room during the 7th grade music period. We all sat "two in a seat." Robert M.—— led a stirring yell for Miss B.——, who was seated at her desk. She turned around in surprise. Then Margaret J.—— came up and gave her a big bunch of sweet peas from the children of the Lincoln School. While she was doing so, she delivered a nice little speech telling Miss B.—— how much help she had given the children during the trying days before the Music Contest, and how much they appreciated her help. Margaret J.—— wants it known that she had nothing to do with the writing of this article.

And so the papers carried on, urging, encouraging, suggesting, instilling new life into all the school and even the parents, for they too were enthusiastic.

Of course, these young people had their periods of discouragement when things did not go well, and they were ready to quit, but they stuck it through and as a result they looked forward to the time when they could go to high school and, as one of the fathers said, "show them what they can do"; in every case those children were anxious to get on the staff of the High School paper. All are doing good work. There is no type of training in our schools which did more to develop those girls than did the responsibility of making a newspaper project a success.

The following is taken from a letter written by one of the former editors:

THE LINCOLN TRUMPET

Because we wanted to do something that would interest the different grades of our Lincoln School in each other; because we wanted something that would indirectly combine the whole school with school spirit rather than class spirit; a friend and I decided that we would like to edit a paper. Both being fond of dogs, we named it the *Dogland News*. The whole thing was made up of stories of

dogs, articles about dogs, imaginary dogs and real dogs.

We got out two issues of the paper but children not as much interested in dogs as we were, were also not interested in our paper. Therefore we gave up our idea, and decided that a school paper would be the next logical step. For we knew that people were always interested in reading about themselves.

Shortly after this, when we were collecting material for our first paper, two other girls sent out a school magazine before we could get out our own. Nothing daunted, we continued in our work, and resolved to have a better paper than they.

Soon we realized that if two papers were to run in the same school they would have to cooperate with each other. Thus the staffs of both papers formed a literary club for the means of promoting both magazines. We decided that each paper would come out once every two weeks, that is, the *Trumpet* one week, the *Tattler* the next, then the *Trumpet*, and so on. We then went to Mr. ——— to secure his cooperation. He gave it readily and told us that he would do anything in his power to help us along.

The next question was that of financing our project. To start a paper with no funds is really quite a serious undertaking, as we have learned by experience. Since we ourselves had typewritten the *Dogland News* that we made, we had no way of printing a good number of papers. Also we needed money for paper, ink, etc. Therefore when we had come so far with our idea, we finally thought we had to abandon it after all. Then, my father came to our help. He told us that he would give us the necessary money to start in on. Mr. ——— told us that we might use the school mimeograph. At last! All was clear in front of us — (at least, so we thought).

Our first issue was sort of makeshift and done in a hurry, we did not know how to run the mimeograph correctly, and our work showed it. Some of it was blurred and some of it was hardly printed. We only printed twenty copies and had a hard time selling these. Altogether it was a complete failure. But did we give up? Not we. Both persevering, we knew that if we tried hard enough we could have a paper as good as that of the rival concern.

When Mr. ——— heard of our difficulties, he was kind enough to have Mr. R. — of the Apple-

ton *Post Crescent* down to talk to us about running a newspaper. I shall never forget the valuable advice that he gave to us that February day two years ago. It surely did us good and our next paper showed it.

From then on each paper increased in size and quality. The children came to look upon it as a school institution. More and more people bought it, mostly in the four upper grades—the sixth, seventh, and two eighth grades. Also most of the teachers bought it, whether out of sympathy or because they really wanted to read it, I do not know. Many outside people subscribed. We only charged two cents for our paper, and regularly raised our standard. One of the chief things that made people buy was the curiosity to see if his or her name was in the paper, although if you had told them so they would have strongly denied it. We tried to get at least all of the eighth graders' names in the paper at least once a month. Another thing that everyone liked was a continued story, "Stolen Jewels." Although the name may sound slightly "rough and ready," we made it so purposely so that it might attract attention. We also made the end of each installment so exciting that people just had to read the next issue to see how it all was going to turn out. We had editorials, classroom riddles, jokes, advertisements, personals, and general news, just like any other newspaper.

My friend and I were chief editors. We wrote everything that went into the paper. The way we did the serial was this: First she would write an installment, then I would, next it would be her turn, then it would be mine again. And so forth. Besides writing the serial we would have a lot of fun by leading the hero and heroine in some awful predicament, and then let the other editor get them out of it in some plausible way. But to continue; we also had one reporter in the sixth and seventh grades to tell the exciting things that went on there. We did not need reporters in the eighth grades, because my friend was in one of them and I was in the other. Then last, but not least, we had a business manager, who at least tried to get the money from people who owed it to us. None of our help was paid, for we made them consider it a privilege for them to be on our staff.

We wrote everything ourselves, and everything had to be in two days before the day scheduled for

the distribution of the paper. Miss R.— then typewrote all the material onto wax sheets, which we then ran off on the school mimeograph, the afternoon before they were sold. That night we took them home and put on the clips that held the sheets together. Altogether we had seven issues. The first contained only one sheet of paper. The last was made up of seven closely typewritten sheets. We made ninety-five papers of our last issue.

Oh, the practical experience one gains in running a newspaper! I believe one meets with as many difficulties and stonewalls in starting a small school newspaper as in beginning a city magazine. One never knows what difficulties one can meet if one does nothing to meet them, for the one way to conquer is to leap over the walls, and jump over the stones in the path to success.

And what do I think about the hobby club idea? Why, I think it is one of the best things in elementary schools. And why not? Isn't everyone doing the thing he likes best? Doesn't it throw the people together that are interested in the same things? Doesn't it forward all the school enterprises? Doesn't it give the children something to do and something to think about? Doesn't it help the child decide his life work? Doesn't it give the child some idea of what the world is going to be like when he is old enough to begin work? Yes, indeed. It does all these things and many more. And all these things are necessary to a Good school and Good pupils.

MISS BETTY ———.

Again, a few weeks ago a young lady who is now a reporter for the local newspaper and who was an officer of the high school paper last year, said that these girls who had edited the Lincoln newspapers contributed more and better material, as freshmen, than did the upper classmen; that their material seemed fresher, more original, and that they knew how to go about it.

WIRELESS CLUB

The wireless club took up radio and did considerable to get the boys interested in it as a hobby. As a result a

number of the boys have built home radio sets and have become quite interested. Two of our boys who were in our first efforts along this line studied radio in a high school club after leaving us and now are graduated and holding positions in the radio department of two different firms. A man instructor who was the inspiration of the first club built a set for himself, installed it in his home, and now is enjoying the fruits of his efforts.

Last year we had eight interest clubs—forestry, industries, salesmanship, radio, orchestra, auto-mechanics, teaching, and nursing. These clubs were worked out in similar fashion to those I have just described.

SALESMANSHIP CLUB

The salesmanship club was under the direction of Mr. H. L. P.— of the Pettibone-Peabody Co., who taught the fundamental principles of salesmanship. Candy sales were held and when they failed the reasons for failing were studied and when the next sale was given the failure of the first was remedied. This took into consideration advertising and truthful advertising and the place of salesmanship in a community and the service it performs. This year we hope to concentrate on selling toys demanded by different kinds of people and the type of toys used at different periods in child life and then when the Christmas sales are on this group will actually sell toys in one of the stores to give them some experience. The second half of the year we hope to run a small business. There is \$17.50 in the club treasury and with this as capital the children are to see how much they can make in a legiti-

mate way in their business adventure. Just what that business adventure will be is not fully determined, but we think that it will be in a corner in one of the department stores.

AUTO-MECHANICS CLUB

The auto-mechanics club was composed of twenty-one boys. They collected a small library of various handbooks from the different garages in the city and used textbooks from the University Extension Division at Madison, Wisconsin. The club studied the power plant of an automobile, lighting system, various mechanical principles involved in the construction of an automobile, and the influence that the automobile has had upon the industrial, social, and commercial advancement of the world. An old Ford engine was borrowed from the Ford garage. The engine was disassembled and the uses of the various parts were demonstrated; then it was cleaned and reassembled. The boys made trips to the vocational school and the high school and the instructors of the auto-mechanics department there demonstrated various motors. A trip was also made to the Ford garage, where an auto-mechanic was seen at work. This type of work proved very successful and created much interest among the boys.

NURSING CLUB

The aim of the nursing club was to learn how to give efficient first aid in an emergency. The class made a study and learned how to apply all the different kinds of bandages. A trip was made to the police station, where the pulmotor was demonstrated for them.

One of our big problems is to get suitable material. We are trying to build a library filled with interesting material pertaining to these various subjects so that any time one is free, he may go to the library and get reading matter that is to his interest.

Each club has its own organization, its president and secretary, and the meetings are run very much like a business meeting would be run. Reports are read and passed upon and business is discussed. A record of this is kept by the secretary. A teacher is in charge of each club.

In our schools we have eighth-grade commencement and each year we have a number of original essays based upon the work done in the interest clubs. The amount that is gained throughout the year of this work is often beyond one's fondest hope. This might be illustrated by a remark passed at our commencement in June, 1921. After listening to one of our boys talk on the subject of radio, a woman who was sitting back of one of the state inspectors said, "Isn't it a shame to fill these children's heads so full of information that they talk like old people?"

Many big people have failed in school because there seemed to be nothing that appealed. It is reported that Edison was considered a blockhead and a failure in school, yet none of us today will put a question mark after Edison's intelligence. It is said that J. D. Rockefeller usually was at the foot of his class; he isn't there today, and I don't think the school can take much credit for his success. And there are many others—people who were bright, who were capable, but who were misunderstood.

One of the basic aims of the interest work is to find each child's interest and to set him to work studying it. By so doing, we may get such a grip on him that he may do better school work and even improve greatly in his conduct. If we could make school work as interesting as a football game and if children would find the same enjoyment in it that the players do in a football contest, we would not find it difficult to keep people busy. The love of the game and the interest in it keeps the football man ever striving to improve himself so that he is continually growing to be stronger and better. I wonder if it is possible for us in our schools to so interest the child that he will want to come early and stay late, to have the pleasure of testing his strength and of tussling with his work.

What a joy it would be if our students eagerly entered into all our classes with a vim and down in their hearts experienced the feeling of satisfaction which comes from tussling with a piece of work that one enjoys mastering! What a joy it would be if we could so connect our teaching of mathematics and history and English and geography, with a subject of burning interest to the child so that there would be no problems of home-work, of passing, of hooky, etc.

This I know is ideal, yet if we do not set our ideals high they are too easily attained and, when once they are attained, complacent satisfaction is likely to stop progress. Such interest work can spur boys and girls on to greater efforts and better mastery of all school work. The

story is told of a bad boy who was sent to an eastern school because he was a nuisance and trouble maker everywhere he went. While the boy was at this school the master somehow found that he liked printing. Through following this interest the master aroused such enthusiasm in the boy that he not only did better school work but became editor-in-chief of the school paper and a real force for good. The interest in printing was nurtured and the boy who was said to be a bad one, but who in reality was only misunderstood, was saved from the disastrous result which might have come from that misunderstanding.

Again, Professor Miller of the University High School tells of a boy who apparently could not get English but did understand engines—understood them so well that he could give a splendid talk to his English class on double compound locomotives. Dr. Small tells of a boy who was supposed to be the numskull of the school but who, when he found chemistry, proved himself to be a genius.

In our own school one of the girls had been a problem all through the grades, but she became so interested in the Newspaper Club that she was no longer a problem but an asset. Her conduct and the quality of her school work improved much. Yes, interesting children in school work and finding things to interest and invite interests is coming to be one of our tasks and in it may be the hope of the new curriculum.

THE RELATIONSHIP BETWEEN CONSTRUCTIVE PROJECTS AND GAMES OF SKILL IN EARLY ELEMENTARY EDUCATION

ETHEL B. WARING

New York City

By current misconception the project and drill are deemed mutually exclusive terms. A frequent opinion has it that all learning in a project is incidental, while in a drill it is obvious that the child is *trying* to learn. These erroneous statements get a hold upon teachers because each is based upon a partial truth. The way out of the difficulty is to study the project as purposeful activity until one comes to realize the important but relative place which both drill and construction occupy in the total procedure that is represented by the term project method or child direction.

We must recognize besides the constructive project at least two other activities of little children fully as characteristic but less frequently labelled projects, although quite as truly purposeful activities. In some of the pursuits the child is intent primarily upon enjoyment without any product whatsoever, as when he listens to the radio or goes to the zoo. In others he is primarily intent upon acquiring some new skill, whether it be largely physical, — as the ability to catch his bouncing ball or to stop his scooter when he is riding it down hill — or largely mental, as the ability to repeat some stunt rhyme of his big brother as, "If Peter Piper picked a peck of pickled peppers, etc.," all of which require drill of a very consistent form.

Obviously all three kinds of activity are purposeful and are included in any program which is based upon the fundamental principle of the project method or child participation and direction:

Other Things Being Equal, the child learns more readily and more inclusively if he is engaged in pursuits of his own purposing; and its corollary:

In so far as it may be practicable and socially profitable, children shall be encouraged to acquire the requisite learnings through purposeful pursuits.

Children do need drill, but they can get drill under child-direction, and often they will get more of it than the teacher would give them. Fortunately, most of the projects for the child in the kindergarten and primary grades involve certain information and skill in numbering, reading, writing, spelling, and composition.

If it is just a point of information the child needs, he may get it from a good-natured teacher who doesn't object to being interrupted by such questions as, "How do you write 'turkey'?" "How much are twelve take away seven?" etc. This method of getting information, however, has two disadvantages: it interrupts the teacher and her class to supply it; it makes the child personally dependent on the teacher for it. Older children or adults, when they need information for their projects, are not limited to asking questions from a

teacher who may or may not find it convenient to answer at the time. They can always resort to books, an independent and impersonal source of information. But little children are not independent readers. They need, however, some means equally impersonal and equally independent.

Their needs can be supplied by the teacher, if she anticipates them and makes the information they desire available for them in some simple self-corrective way. Instead of asking the teacher how to write "turkey," the child may look in the "word file" or in the "dictionary," self-corrective materials planned to include a small number of related word or number symbols in such a way that they show the child what is the true meaning of each symbol and how to learn that meaning for himself. If he wants to know what "twelve take away seven" is he can look in the "Pocket Game" for ten, eleven, and twelve and find out for himself. Such self-corrective materials not only supply the isolated bits of information which he may need, but also relate each bit to other similar bits. He finds his bit of information in its proper setting and association. There is a definite invitation for him to find out how *duck* is spelled, and *hen* and *fox* also. While finding out that "twelve take away seven" is five, he sees other facts about twelve and about ten and eleven also. He is learning to organize the knowledge he is acquiring.

Many projects require more than a particular fact. They require certain skill. For example, children who are playing store may find they are limited to playing with numbers one, two, three,

four, and five, but one of the children knows a little more. He naturally becomes a leader. He likes this leadership and wants more. So he takes a game like the Pocket Game for numbering to ten and drills himself over and over with it. Other children, also wishing more turns as storekeeper, profit by his example and get out games. Through them they discover the knowledge they want and, by rapid drill, develop the skill necessary for their purpose. The children who have acquired sufficient skill play ten-cent store among themselves and plan for a ten- and fifteen-cent store, then a fifteen- and twenty-five-cent store, etc.

The same process happens with other tools of knowledge. In the same store project the child who can make labels and write down telephone orders, who can read advertisements and read the orders for delivery, gains certain privileges. His skills of whatever kind are an advantage to him in his project. He knows where and how to get more of the same kind of skill, so he deliberately drills himself. Now, these drill materials are made up in the form of games, so that the child may play alone or play with a group. If several children want to be able to buy more at their cafeteria, those who are learning about one, two, three, four, and five may play together, those about six, seven, eight, and nine in another group, and others at ten, eleven, twelve, etc.

A group game such as "Stop," for example, makes for both speed and accuracy in the drill. The child who does not know his combinations readily enough to recognize them promptly and play his cards before the leader says

"Stop" does not get rid of them and so never wins a game. He may increase his skill by individual drill games, however, until he can win turns; thereafter he is likely to be a leader in the project which requires that particular skill.

Thus the relationship becomes evident between the constructive project and the game of skill. The two supplement each other in a child-directed school. In the constructive project the child discovers the need for information, and in the game of skill he gets it. Then in the constructive project he uses the knowledge he has gained and goes back to the games for more. The more constructive projects he works with, the more need he has for knowledge, which the games can supply. Of course, the teacher must be constantly on the alert, so that the games may be forthcoming at the time the child's need appears. If the child repeatedly does find his needs supplied in this way, he forms the habit of inquiring from the game materials first, and goes to the teacher only with the questions which he cannot answer by his own efforts.

If you notice children in their out-of-school activities, you will find most of these will fall under the constructive project (including its dramatic representative play) and the game of skill (including both physical skill and mental skill and both individual skill and organized games of skill). They are making a house, furniture, dishes, a stand for lemonade, making lemonade and selling it. Or, on the other hand, they are on the scooters, playing with their balls, playing prisoner's base, checkers, authors, etc. Their activity

all day long is now constructive, now skill, then constructive and then skill, again and again — the warp and woof from which they make new patterns day by day.

If we plan school activity to approximate out-of-school activity, we shall try to help the children in school:

1. To select most worth-while constructive projects.
2. To select the most worth-while games of skill.
3. To use the games of skill and constructive projects together in the most helpful way.

The accompanying table shows some of the points which, under this plan, the two types of activity, the constructive project and the game of skill, interrelate and reinforce each other.

COMPARATIVE STUDY OF CONSTRUCTIVE PROJECT AND SELF-CORRECTIVE GAME OF SKILL

Constructive Project

1. Primary interest is in constructive or representative play.
2. Uses specific knowledge or skill the child already has to complete or improve his play.
3. His standard is utility — good enough to serve his purpose in play.
4. Shows child need for specific knowledge or skill he has not; thereby
5. Motivates drill.
6. Knowledge getting and skill are incidental to play.

Game of Skill

1. Primary interest is in getting turns and scoring.
2. Uses specific knowledge child already has to get more turns in games, *i.e.*, to get more knowledge and skill.
3. His standard is skill — just right. (Good enough to score is just right.)
4. Provides opportunity to get the needed knowledge or skill; also
5. Relates this specific knowledge or skill to other facts and skills, thus providing drill.
6. Knowledge getting and skill are essential to play and are consciously sought by the child.

A LITTLE PROJECT IN SALESMANSHIP FOR THE MOTIVATION OF ENGLISH WORK

C. E. LAUTERBACH

University of Wisconsin, Department of Education, Madison, Wisconsin

Most folks like to bargain. From childhood to maturity there persists in human nature a desire to swap. With the boy, it's marbles or jackknives (sight unseen); with men, it's horses or real estate or stocks and bonds (sight unseen!). This passion to drive a trade amounts almost to an instinct and manifests itself among primitive peoples in barter for beads, bits of ribbon and other trinkets, as well as in exchange for the more useful commodities of life. Of course, the motive underlying a trade is the betterment of the individual's condition. Each party to a bargain thinks he has gotten the better of the deal and has placed himself in a more advantageous position than he formerly occupied.

The highest type of bargaining is represented by salesmanship, a form of barter in which a commodity is "swapped" for cash. A little reflection reveals the fact that salesmanship is a very common occupation. Few people wholly escape its lure. Boys with one foot in the cradle yell newspapers on our streets; or peddle roasting-ears from house to house; or sell pink lemonade to the passerby from front-yard stands. College students pester the life out of us with aluminum ware, magazine subscriptions, vacuum cleaners, photographic enlargements (framed), bibles, silver polish, and can-openers. And life insurance agents, with their liberal

offers, make death a certainty and hope of a future life our only comfort!

To facilitate this pandemonium of hawking, the public schools have organized courses in business arithmetic, bookkeeping, stenography and typewriting, geography, spelling, and what not, but they have never utilized the bargaining instinct as a motivating influence. This article relates the experience of a teacher who, recognizing the captivating force of salesmanship, built about it a little project which proved to be a most successful as well as delightful pedagogical device.

The teacher in question, in one of the junior high schools of Madison, Wisconsin, announced a "business week" to three of her eighth-grade English classes about a month before she expected to make any definite assignments. Thus she took advantage of the factor of expectancy and gave the idea an opportunity to permeate the consciousness of her pupils. She sketched her plan so attractively and referred to it with such enthusiasm that long before the month was up both boys and girls were asking, "When can we have that business stuff?" or "When are we going to be salesmen?" This was her outline:

First Day.—Business letters; correct form; the proper way to fold a letter; how to put it in the envelope; the address. Courtesy and clearness were especially emphasized.

Second Day.—Discussion of good “ads” in magazines and shop windows and on bill boards. Each pupil brought to class an example of what he considered a good “ad” and an example of a poor “ad.” In his eagerness to secure an “ad” which he reckoned the poorest of the poor, one lad almost fell into the clutches of the unsympathetic law in his efforts to tear from a telephone pole a “Perfect Shortening” sign. Some of the questions discussed were: “Do bright colors appeal to the public?” “Do puzzle advertisements attract attention?” “Do advertisements illustrated with pictures of children arouse interest?” The boys and girls entered enthusiastically into these discussions. Differences of opinion frequently developed into warm arguments. The display windows of the downtown stores were severely criticized and suggestions for improvement were freely offered. The youngsters, although they were not aware of the fact, were absorbing some good advertising psychology as well as receiving instruction in English.

Third Day.—The pupils brought to class lists of familiar advertising slogans. Each child stood before the class and read his list while the others guessed the products which were represented. Such slogans were read as “Chases Dirt,” “The Most Beautiful Car in America,” “His Master’s Voice,” “There’s a Reason,” “Eventually—Why Not Now?” and many others which have become household words through advertising. Every pupil who recognized a product raised his hand and the pupil before the class called on the individual who was to respond. The boys were most apt in recognizing

automobile “ads,” and the girls scored highest in naming toilet accessories. It was interesting to note that those who knew the most slogans had made the high scores in the Thorndike-McCall reading tests.

Fourth, Fifth, and Sixth Days.—Now came the big event. These were the days which had been so keenly anticipated and toward which the whole creation moved. Each pupil appeared as a salesman before the class and sold his chosen commodity. He brought his goods for demonstration and was urged to drive the most effective bargain of which he was capable.

Anna brought a suitcase full of Haviland china. “Ladies and gentlemen,” she began, “I am here to represent the Hartford Imported China Company.” Then she proceeded to tell her listeners that foods are attractive if served in nice dishes. Continually talking as she worked, she set the teacher’s table for four persons, even laying the silver to make the table complete. Questions were asked concerning the prices of large sets, guarantees, etc., and Anna was ready with answers for them all.

Henry, who is mamma’s pet, undertook to sell Ivory soap. In a half-hearted way he explained the good points of the soap to his audience. In his remarks he compared Ivory soap with P. & G. soap and indicated the poor points of P. & G. When he sat down he was overwhelmed with an avalanche of criticism. “He wouldn’t make a good salesman; he looked out of the window all the time.” “He wasn’t interested in his own goods.” “He used too many *and’s* because he hadn’t prepared his speech. He’d better study

more next time; might improve some." But to cap them all, and illustrative of the keenness of a child's intellect when it is fully aroused, came this: "He ran down P. & G. soap and P. & G. is put out by the same company as Ivory and a good salesman ought to know better than to run down anything put out by his own company!" Poor Henry! He was so chagrined over his fiasco that two days later he asked permission to redeem himself with another talk.

Marie, a very prim little maiden, enumerated all the good points of a dusting brush which is widely advertised. To prove its effectiveness she dusted one end of a reading table which stood in a corner of the classroom. The contrast between the dusted portion and the undusted portion was striking. Marie made a big sale. But she lost it completely when Frederick, demonstrating a furniture polish, brought to a sparkling lustre the undusted portion of Marie's table. The contrast was decidedly heightened and wise smiles crept over the faces of the "prospects" as they observed the magic of the polish. Marie was very much perplexed.

Lyle lived two miles from the schoolhouse and on the day of his talk forgot his materials for demonstration. The English class met at 8.45 o'clock, so going home was out of the question. A bright thought suddenly struck him. "If you will let me have a brand new box of chalk I'll sell that," he said to the teacher, his usual smile broadening. Lyle was supplied with a box of chalk, the kind used every day in the schoolroom.

"Members of the Board of Education," said Lyle, "I am going to show

you some of our famous dustless chalk. Pupils come to school with clean hands; they write on the board with dirty chalk, then put their hands to their mouths. The dust in the chalk tray blows around when the windows are open and the boys and girls breathe the poison stuff into their lungs. I tell you, it's bad business on the part of school boards to allow such conditions. Now, gentlemen," and here he picked up a piece of chalk from the tray, "you have here a chalk which may ruin the health of many children. You will also notice the difference in writing when I use this chalk and the famous dustless chalk." Lyle is an unusually good writer but he chose a broken piece of chalk from the tray and scrawled a few words on the board in a smeary double line. "Now gentlemen," he continued, taking a new piece from the box, "please note the difference," and he wrote the same words with even letters and a smooth, fine line. "If you care to order any of this famous dustless chalk, I can take your order at once; or if you want to talk it over, you will find me at the Park Hotel. L. Anderson is the name. Thank you for your attention."

That Lyle's talk was effective was evidenced by the fact that several pupils asked where Lyle had secured that good chalk, and two civic-minded youngsters stated in all seriousness that they thought it would be a wise plan if that kind of chalk were used in the schools.

One boy sold chocolate bars and another chewing gum. Both distributed samples of their goods and, to the amazement of the pupils, the teacher permitted them to eat the samples! Such a heresy has probably never before

been perpetrated in any schoolroom in the world. That the teacher should have been excommunicated immediately from the ranks of the profession, there is no doubt. Imagine! Chewing gum in school! And, the gods preserve us, in an English class! Gentle reader, strange as it may sound to orthodox ears, the organization of the school was not disrupted and the school building still stands serenely on its accustomed corner.

The effectiveness of the plan could be illustrated with the work of every pupil in each of the three classes. The talks here sketched were not unusual. These "oral compositions," designated by the

more alluring title of "salesmanship talks," offered many opportunities for criticism and improvement which cannot be indicated for lack of space. They were objective and real; they challenged originality; they afforded an opportunity for display; they were based on an instinct—all of which is good educational psychology not despised by the wise teacher. Whatever theoretical criticisms may be made of the scheme, this must be said in its defense, "It works." The overburdened English teacher will find it a welcome oasis in the arid desert of formal grammar, rhetoric, and composition.

THE CLEARING HOUSE

A FOURTH-GRADE HEALTH PROJECT

In September, sixty-four per cent of my 4-A class was underweight. Some of these cases were not alarming, but the great number seemed to give cause enough for action. When making out weight charts I marked all who were underweight in red ink, thereby causing the question "Why?" to be asked. In answer I explained that each red mark meant danger to the pupils. Remedial measures needed to be taken at once.

As a class for malnourished children of the school had been formed, and each child was drinking milk at two periods a day, the first way thought of to gain weight was, "drink milk." The rest period twice a day required in this special class resulted in another rule of our underweight children: "Get more rest at night."

Several children now asked, "Isn't there some other way to gain weight than by drinking milk?" Then I introduced the four classes of foods and their important uses: *protein*, builds and repairs muscles; *mineral*, builds and repairs bones; *fat*, gives heat; *carbohydrate*, gives strength and energy. At the same time I told them the important foods in each class. From the uses of these foods the pupils decided what classes of foods an overweight child should avoid and what an underweight child should try to eat.

The children brought many pictures of foods from magazines. For a time I allowed each child to ask the rest of the children to name the class of food each picture represented. Soon they were able to classify each picture.

Four committees were formed who, with their chairmen, made food posters. Each poster represented one class of food. As

far as possible this work correlated with our art work.

The children brought a list of the foods eaten by them on one day. After telling the class if he were underweight or overweight, each child asked the class to criticise the meal as to its fitness for his individual needs. After putting each food in its proper class, the children could easily decide if that meal was a well-balanced one for him.

The menu for an adult being of a slightly different type, we worked out a list of foods showing what would constitute good meals for the parents. Soon climate, season, and occupation were used as factors in deciding what a well-balanced meal should be. The children discussed their parents' meals in a similar way to their own.

Some types of good meals were planned:

1. For an underweight school child:

Whole milk	Beans	Pudding
Bread and butter	Spinach	
Potatoes	Peanut butter	

2. For an overweight school child:

Skimmed milk	Spinach
Bread and butter	Carrots
Beans	Raw fruit

3. For a farmer (adult):

Beans	Fruit	Bread	Butter
Milk	Radishes	Potatoes	Mayonnaise
Meat	Lettuce	Cake	Whipped cream

4. For a bookkeeper (adult):

Butter	Bread	Meat	Green salad
Mayonnaise	Pie	Peas	Raw fruit
		Cheese	Radishes

Meals were planned for friends, teachers, and relatives. Pictures of the foods were pasted on pieces of cardboard so that they would stand. Each meal was discussed as to its suitability for the person concerned.

They then began to learn some rules of a properly set table. Information was found in books and from home practice. Since the art work of this grade teaches artistic arrangement of flowers for a table, we included a suitable centerpiece in the setting of the table.

Table manners were very easily introduced. Each guest, as well as the group preparing the table, was learning some very important things.

Many children eat alone or with their parents in cafeterias. Everyone knows how hard it is to get a well-balanced meal in this sort of place. It is also hard to spend a limited amount to best advantage. The children brought prices of foods from one of our school cafeterias. They made a menu list. They used the same pictures of foods as were used when learning to set a table. Little additional material was needed. The class decided on a price allowance for a meal. Now the problem of the children was to select a well-balanced meal and still keep within his price limit. Each day one child was chosen for cashier, one to add the cost of the meal, and one as inspector to see if the meal were well balanced.

Some one asked me, "Does all this pay?" Here are some of the results. Our course of study allows each class eighty minutes a week school time for hygiene work, that is, forty minutes' study and forty minutes' recitation. No extra school time was used. At the end of the first semester of this work the percentage of underweight children was reduced from sixty-four to thirty-eight.

The children were asked three questions: (1) What does mother think of this? (2) Is she coöperating? (3) Has your table etiquette changed?

One child said, "My mother thinks it's unnecessary." Another said, "My mother says I eat so many more things than I

did." Another, "My mother asks me about the meals each day when we sit down to eat." Other similar answers came. Twenty-seven children from a class of thirty-five said their mothers were buying more eggs, fruit, and milk. Eleven set the table at home all the time.

This project was carried on through the entire year. We used the hygiene book as a reader occasionally. However, our hygiene time was not always used for this project alone. We had several dramatizations such as, "The Milk Fairies," "The Brushes' Quarrel," and others which helped in forming good health habits.

ALICE MARTIN,
Pugh School,
Decatur, Ill.

CONCEPT BUILDING

Appoint yourself now a shepherd of a group of approximately thirty-two Italian-Americans, whose only knowledge of life is their immediate neighborhood and homes having neither the highest foreign basis nor a semblance of wholesome Americanism. Yet, let these homes, in large, be those governed by parents who are willing that their children should have the opportunities within their power to grant. Then, be sure you are aiming to be the kind of shepherd which David depicts in the *Twenty-third Psalm* and the outcome must be similar if not identical.

Though my fourth-grade A had had all the necessary apparatus for receiving "World Geography" during the preceding semester, and though the message had been sent, the grade had not "tuned in" and, consequently, had received no message. Accordingly, my first problem was to help them "tune in" by giving them as many concepts as possible based upon actual doing, and seeing the reality, plus the hearing, which when we take child knowledge for granted, is too often the

only means of concept getting. Our Cobourg project was the outcome. To be sure, it is a teacher's project in origin, but a children's by adoption; for how can plans be made when the necessary basic concepts are missing?

Our problem was to find out how to help other countries through the shipping of coal. This came logically through the use of coal in the homes and in industry; also through the recent coal shortage.

There is a company connected with the Buffalo, Rochester and Pittsburgh Railroad which carries coal daily between our city, Rochester, New York, and Cobourg, Canada. Its two boats, the *Ontario I* and *Ontario II*, each carry twenty-eight filled coal cars. In addition to carrying coal, these two boats have accommodations for passengers. The question arose in my mind, "Why not take my entire grade down the Genesee River, across Lake Ontario, to another country, ruled by a king?" Thought begot action, and I laid my plan before my principal, Loretta DeSales Wilkinson, who gave it hearty approval.

The next step was to procure reduced rates, which the B., R. and P. Railroad Company most kindly and courteously arranged. A minimum fare was necessary, for my children come from struggling homes and we must earn our fares as a grade. The debt, you will see from the outline which follows, was erased by having a salt sale. We picked up our promissory note in a very business-like fashion when we returned our borrowed money to the school fund.

Notice other subjects which have been given excellent motivation as a result.

TEACHER'S OUTLINE OF THE PROJECT COBOURG

I. Reason for trip to Cobourg.

- A. Teacher. To give to foreign children without opportunities a working basis for the geography of North America.
- B. Children. To show how we help the people of other countries to carry on their industries through the shipping of coal.

II. How accomplished.

- A. Special rates from B., R. & P. R. R. Company.
- B. Money borrowed from a school fund.
- C. Letters sent to parents giving directions and asking consent.
- D. A helping teacher and trained nurse invited.

III. Material gains of trip.

A. Geographical.

1. Map work.

- a. To trace our course in advance.
- b. Making of map.
 - (1) To show countries of North America.
 - (2) To locate Cobourg and Rochester.
 - (3) To locate the Appalachian Mountains—the source of the coal carried by the Ontario boats.

2. Actual knowledge of:

- a. What a river is.
- b. The mouth of a river.
- c. Harbor.
- d. Piers and lighthouses.
- e. Sand dredges.
- f. Lake size and nature.
- g. A large boat.
- h. Another country.

B. Language.

1. All letter headings, salutations, and conclusions developed.
2. Copying of body of letter to mother.
3. Copying of body of letter to Captain Redfern, coöperatively.
4. Coöperative writing of promissory note.
5. Individual writing of preface for our book with the aid of a coöperative outline.
6. Spontaneous story-writing.
7. Incalculable oral language, both as language and as geography.

C. Spelling.

Words arising from our experience.

D. Art.

Painting of an autumn landscape having river and trees.

E. Handwork.

1. Making of booklet.
 - a. Teacher made book cover from salt cases.
 - b. Two children cut and pasted the letters and picture of the boat.



2. Building of a model of *Ontario I*, 1' x 6'.
(Scale 1"=45'.)
 - a. Sawing of floor boards to shape.
 - b. Measuring and cutting the sides and cabins from cardboard.
 - c. Painting sides, decks, cabins.
3. Furnishing *Ontario I* model.
 - a. Directed lessons in measuring and gluing for grade as whole.
 1. Deck chairs.
 2. Lifeboats.
 3. Coal cars.
 - b. Passengers and crew. (Made of clothespins sawed to size. Crepe paper dresses glued to pins. Faces and hair designed with pen and ink.)

F. Arithmetic.

1. Problems based on our debts and their removal. (The following are some of our expenditures.)

Fares,	\$17.50
Salt for our sale,	28.00
Lumber for boat,	2.40
Oil paint,	.35
Water colors,	.15
Staples,	.05
Clothes pins,	.05
Tacks,	.07
Kite sticks,	.02

2. Promissory note.

3. Bills.

4. Fractional work preparing the children for getting the comparison of the width with the length of boat based upon the actual measurements of *Ontario I*.
5. Drawing of the plans of the various decks on wrapping paper, all pupils participating.

IV. Ethical gains (immeasurable).

You will notice upon looking through the outline that no mention is made of reference books. This was intentional for I felt that the children had learned so much that was new, that to give them the handling of reference books also at this time would produce a chaotic mental condition. Accordingly we talked about all we had seen; first promiscuously, just for language expression; then we concentrated

our attention and formulated in our own words, definitions of a river, a lake, a harbor, a lighthouse, etc.

We further strengthened the child-memory of handwork which in itself was adapted to the course of study in manual training.

You will notice in the accompanying cut the *Ontario I*, replica of the original, in the background. In the foreground the children are working with compasses, making the wheels for the coal cars which at the present time occupy the waterline deck of the boat.

One of the most worthy gains of all, of which the least is spoken, is the ethical gain. How can we measure the soul growth which comes through the realization by the children that some one thinks they are worth while; that they are not "only foreigners and waps." They are future American citizens. Where are they going to get their ideas and ideals if they are not sent "over the staff and under the rod" that the shepherd may see their weaknesses and strengthen them?

No. 25 SCHOOL,
ROCHESTER, N. Y.,

Sept. 25, 1923.

DEAR MOTHER:

On Thursday, September twenty-seventh, our grade is going for a trip to Cobourg, Canada. This is a part of our work in geography and everyone must go. The best care will be taken of us and no one need worry.

We have been able to get cheaper rates so that if you are unable to pay fifty cents or a small amount we may go without paying. Then our grade will sell salt later on to pay back the bill.

Everyone must be at this school at seven o'clock Thursday morning. He must have on heavy underwear and a heavy coat. He must bring his own lunch for two meals, also eight cents for street car fare.

Each child will be brought home on the street car by a teacher. We will arrive home at about nine o'clock, Thursday evening. Again let me say there is no need to worry for all will be well.

Will you please sign this letter so that Miss Wunder may know that you have seen it. It must then be returned to Miss Wunder.

Yours truly,
BERNADINE PAVIA.

COÖPERATIVE LETTER

No. 25 SCHOOL,
ROCHESTER, N. Y.,
Oct. 3, 1923.

CAPTAIN REDFERN,
Ontario, No. 1.

Dear Friend:

We had such a good time on your boat that we hardly know how to thank you. We can only say "Thank you," and tell you that we have never had a better time before. We saw so many things. We should like to go again.

We thank the radio man for showing us his wireless outfit, and the candy man for his kind face and free candy. Yum! Yum! How good the chef's peaches, sandwiches, and ice cream were. Irish Ryan would like some more of the purser's soup. Tell the pilot we were glad to be allowed to see him guide the boat. Tell Mr. Smythe, the Chief Engineer, that Violet found her pocketbook.

We are waiting for the white monkey which you said you would send us. We think you were only "kidding" us.

November the eighteenth, "Know Your School Week" begins. Then everyone is invited to visit the school. We should be glad to have any of the crew visit our grade. Please come.

Hip! Hip! Hurrah! for the crew.

Your friends,
MISS WUNDER'S 4A.

HAZEL WUNDER,
Rochester, N. Y.

MANY YEARS AGO

Oh, the schools were different many years ago!
Is the cry of those who surely do not know
That we rode in horse-drawn cars,
Auto joys were yet afar;
Lots of things were different many years ago.

Oh, the schools were better many years ago!
Is the cry of some who certainly must know
That it almost caused an inquest
When the rod promoted interest.
After that the school *was* better, years ago.

Oh, the schools were different many years ago!
Is the cry of those who certainly must know,
Then 'twas "Do your reading—writing,"
Now its movies so exciting.
Even homes were different many years ago.

Oh, the schools were different many years ago!
Is the cry of some who certainly must know,
Home was woman's only care,
Now she votes and bobs her hair.
Even folks were different many years ago.

Oh, the schools were different many years ago!
Is the cry of those who surely ought to know
That with progress changes came,
Things will never be the same.
Of course the schools were different years ago.

Are you sure the schools were better years ago,
When they always used to do things thus and so?
Now its, "Let us give them health,
Happiness, and moral wealth,
Plus the worth-while things of many years ago."

MABEL ORR,
Rochester, N. Y.

AS REPORTED

THE SINGLE SALARY SCHEDULE

At the request of the Department of Classroom Teachers of the N. E. A. a report on the single salary schedule has been prepared by a committee of the Denver Classroom Teachers Association under the chairmanship of Miss Cora B. Morrison. Information was obtained from three sources: teachers' associations, cities having a single salary schedule, and cities not having it. By single salary schedule the committee means such a schedule as provides equal pay for all teachers in all kinds of schools who have made equal academic and professional preparation and who have had equal experience.

The committee finds that eighty or more cities now have single salary schedules in operation. In most cases the new schedule was put into operation at once and increases of salary due were granted. In general the mechanical process of putting the plan into operation was to formulate the schedule, secure its adoption by the board of education, obtain from teachers in the service definite statements of their professional preparation and experience; to evaluate these according to definite standards included in the schedule, and then to place the teachers in salary groups as provided in the new schedule and the new budget.

Superintendents gave the following reasons for adopting the new schedule:

It is easy to operate and permits better business methods.

It eliminates class consciousness among teachers and defeats unionism.

It contributes strongly to a feeling of unity and satisfaction in the corps.

By financial recognition of additional experience and training, it promotes tenure.

It attracts superior ability and training to the elementary schools and gives elementary teachers a higher appreciation of their service.

It emphasizes high standards of professional attainment and encourages professional study and growth, thus producing more efficient teaching in every grade.

It permits the transfer of teachers without financial loss from positions for which they are not adapted to positions where they can render efficient service.

The work of the elementary teacher is as valuable to a community as the work of the high school teacher and should receive the same reward where qualifications are the same.

Preparation, experience, and professional growth present the "only reasonable basis" for salary differences.

"Justice" or "fairness to the teachers" was named by thirty-six superintendents as the basic argument for the single salary schedule.

The difficulties to be overcome are these:

Recognizing and evaluating experience gained in other school systems. The practice varied from no recognition in some cases, to five or six years in accredited schools in others.

Adjusting elementary teachers already in the service on the higher levels of the schedule according to preparation, and experience in the particular system.

Placing on the schedule the older teachers who could not be expected to meet the new standards, but who had given long years of faithful service in the system. In this, usually great consideration was shown by special adjustment.

A majority of the superintendents reported an increase of expense for salaries ranging from 10 to 50 per cent. Others avoided an increase by means of heavier teaching loads or other economies. The effects of the new plan are declared to be good.

**THE NATIONAL EDUCATION ASSOCIATION
AT WASHINGTON**

The sixty-second annual meeting of the N. E. A. was held in Washington, June 29 to July 4. The weather man exceeded all expectations. Miss Jones had a good program, which included an address by President Coolidge. There were numerous sight-seeing trips of great interest. Everybody got acquainted with headquarters.

In her presidential address Miss Jones declared that the three great issues in education are pensions, tenure, and the education bill, and advanced arguments in support. Administratively speaking, that may be true. The resolutions committee emphasized the following: Need of a Federal department of education; rights of private institutions; a code of ethics for teachers; better tenure, better financial support of teacher-training institutions, improved retirement systems, and no discrimination on account of sex; teaching of the constitution and the history of education; better character training; support of the Conference on Outdoor Recreation; literacy tests; steps to prevent war; ratification of amendment against child labor; law enforcement; American Education Week; relief from Federal tax for teachers in Alaska and Hawaii; better buildings for the schools of the District of Columbia.

**SECOND ANNUAL MEETING OF AMERICAN
CHILD HEALTH ASSOCIATION**

The program for the Second Annual Meeting of the American Child Health Association in Kansas City, October 14-16, is designed to cover the entire range of child health including the prenatal period. At this annual meeting the American Child Health Association will bring together leaders in the field of child health promotion. The speakers will deal with the subject of child health in its special interest to public and private officials, govern-

mental and extra-governmental agencies and with the teaching, nursing, and medical professions.

The program will consider the training of leaders for child health work in urban and rural communities, the problems of late childhood and early adolescence, and the phases and method of procedure for community organization for child health work. A discussion of some of the special aspects of child health work accomplished by the American Child Health Association during 1924 will be held on Thursday.

At the opening session Tuesday morning, October 14, the presidential address will be given by Herbert Hoover, and the report of officers and committees will be made. Courtenay Dinwiddie, general executive of the Association, will review the year's work.

The Education Section of the National Safety Council has begun the publication of a bi-weekly bulletin for schools. In it will be found much material useful for the classroom and the school campaign. Address, 120 West 42nd Street, New York.

Miss Adelaide V. Finch of the Dingley Normal School, Lewiston Maine, has been seeking to determine how far her pupils can grasp the theory of problem-solving. The steps distinguished are approach, inspection, inference, and verification. The students seem clear that these are not chronologically separate but aspects of a unified mental activity.

In Lawrence, Massachusetts, several schools have papers of their own, with such appealing titles as *The Daily Bugle*, *The Magpie*, and *The Messenger*. Miss Margaret S. Brown reports great enthusiasm on the part of the children.

All girls who enter the high school of Oswego, New York, are required to take a course of ten weeks in home nursing. The superintendent of the Oswego Hospital is the instructor.

THE READER'S GUIDE

MEASUREMENTS, EXCEPTIONAL CHILDREN, CURRICULUM

Sufficient progress has been made in the development of educational measurement to justify including it in programs of teacher training generally. For the beginner the treatment can hardly be too simple, provided that it is at the same time sound. Professor Lincoln has written an admirable beginner's book.¹ Extension teaching familiarized him with the problem and provided the experience of dealing with those who have made no acquaintance with either the theory of measurement, statistics, or the tests now available. In order to avoid bulk and perhaps also the need of constant revision, the writer has not included descriptions of tests, intending that the book shall be supplemented with sample tests in the hands of the students. But he has discussed the use of both achievement and intelligence tests and how to choose them.

Professor Trabue has written a somewhat fuller but almost equally simple text.² With more space at his command, he was able to treat numerous topics omitted by his competitor, to include more illustrations, and to go further into detail in his explanations. His expositions of statistical work and the use of tests are based upon representative tests and his selected references will lead to further reading. Any teacher or school officer who wishes a fair and balanced view of the measurement movement as it is at present will find this book very satisfactory. It will prove an admirable desk book and a good college text for introductory courses as well.

The literature of exceptional children is increasing rapidly and tends to deal in a practical way with just the problems which the public schools themselves must try to solve. One part of the Twenty-third, the current, *Year Book* of the National Society for the Study of Education is devoted to this subject. Three other recent books concerned with it have also come to hand.

*Special Talents and Defects*³ is a record of investigations. In it Professor Hollingsworth brings together significant facts as to abilities and disabilities in reading, spelling, arithmetic, drawing, and music. She also discusses the relationship among capacities in the light of present knowledge and attempts to evaluate some of the attempts now being made to individualize education. The text itself is well illustrated, and excellent bibliographies are appended to the chapters.

Professor Horn's *Education of Exceptional Children* is a more general treatment of the field and is intended as an introductory textbook for college classes.⁴ From it the beginner in the study of education will get a fairly adequate notion of the present trend, especially as it is reflected in books and articles on education. About a third of the book is devoted to the topic of classification and to other means of providing for individual differences. In later chapters the needs of children physically as well as mentally exceptional are presented. Bibliographies are included.

Miss Stedman's is distinctly a book for the classroom teacher.⁵ Most of the space

¹ *Beginnings in Educational Measurement*. By Edward A. Lincoln. Philadelphia: Lippincott, 1924.

² *Measuring the Results of Education*. By Marion Rex Trabue. New York: American Book Company, 1924.

³ *Special Talents and Defects*. By Lita S. Hollingsworth. New York: Macmillan.

⁴ *The Education of Exceptional Children*. By John Louis Horn. New York: Century Company, 1924.

⁵ *Education of Gifted Children*. By Lulu M. Stedman. Yonkers-on-Hudson: World Book Company, 1924.

is devoted to accounts of specific cases and what was done with them. Leaving to others the task of deciding upon policies and of arriving at general scientific conclusions, the writer seeks to aid the individual worker in developing a more effective technique. Among the chapter headings are: "The Opportunity Room," "Group Projects and Activities," "Enrichment of the Curriculum."

Widespread interest in curriculum revision has provided a willing audience for Professor Bobbitt's latest message on this subject.¹ What he has actually done is to revise and expand the monograph on *Curriculum Making in Los Angeles* which he published a year or so ago. The distinctive feature of the monograph is here repeated, namely, the analysis of general educational aims into hundreds of specific objectives. These have been formulated by the author himself after numerous discussions with his classes and with committees of teachers. Their validity a more weighty consensus must determine.

However one may respond to particular instances, to the general scheme of seeking more specific statements of outcomes he can hardly be unfriendly. Given such statements, we can proceed more surely to the task of choosing opportunities for the pupils and of devising measures of their progress. Method can be more easily checked. Textbooks can be more scientifically constructed.

It is well that Professor Bobbitt has prefaced his outline of objectives with an exposition of the philosophy underlying them. This enables his reader to assume his point of view and to judge for himself whether the conception embodied jumps with his own or not. To the reviewer this point of view seems distinctly at fault in at least one particular. Now as formerly the writer of this book seems to think of school

processes as not significant in themselves but only as they prepare for adult experience later on. His objectives are derived from a study of adult needs; they are stated in terms of adult life.

That the activities of the school should be constantly evaluated in terms of their relation to future living can not be denied, but that they should be with equal constancy tested as to their significance and value to the pupil now is likewise true. The latter principle is inadequately recognized in Professor Bobbitt's book. As a consequence it will not make so large a contribution to the new curriculum of the schools as it might have done. It will prove exceedingly suggestive to all who are engaged in the study of the curriculum, but it should be read in connection with other books more alive to the meaning of childhood as a time for actual living, not a time merely for getting ready to live.

SIGNIFICANT ARTICLES

STANDARDS IN EDUCATION

In the *Journal of Educational Research* for June, Professor Buckingham discourses of a hierarchy of standards in education, rising one above another and decreasing in precision as they increase in range. The more precise standards are necessary to enable the teacher to save time for work tending toward the higher ones.

HOW TEACHERS VIEW THE PRINCIPAL

Mr. A. H. Horrall has been questioning elementary school teachers as to what sort of principal they prefer. More than two-thirds of them, it appears, prefer men, though they admit that it is personality rather than sex that counts. The number of responses received is unfortunately too small to give great weight to this writer's summaries. He writes in the *Elementary*

¹ *How to Make a Curriculum*. By Franklin Bobbitt. Boston: Houghton Mifflin Co., 1924.

School Journal for June. In the same number will be found two articles dealing with the problem of individual differences of pupils.

THE SINGLE SALARY SCHEDULE

In a hundred or more cities, large and small, teachers having the same qualifications receive the same salaries, irrespective of whether they are employed in the high school or in the elementary school. The outcome of this practice seems to be greater satisfaction to the teachers and better teaching in the elementary school. A summary of an investigation made through the Bureau of Research of the N. E. A. by James F. Hosic will be found in *American Education* (Albany) for June and also in *School and Society* for August 2. In the latter journal, issue of July 5, will be found an article on the subject by Vaughan MacCaughey.

PUBLICITY AND THE SCHOOLS

How the school can reach the community is the theme of a series of articles from the pen of Rollo G. Reynolds which is appearing in the *Teachers College Record*. In the current number he explains what types of school news should go to the newspapers and how each should be written up. These are first-page stuff, feature articles, and departmental news. To be most effective news must be timely and it must be regularly contributed. The *Record*, by the way, is now a monthly, retaining its well-known format but increasing its subscription price to two dollars and a half a year.

THE NEW BOOKS

Child Labor and the Constitution. By Raymond B. Fuller. New York: T. Y. Crowell Co., 1923. Pp. xvi+323. \$2.50.

Contes des Provinces. By Suzanne Roth. New York: American Book Co., 1924. Pp. 312. Illus.

A Superintendent's Suggestions to Teachers. By John A. Cone. New York: Hinds, Hayden & Eldredge, Inc., 1924. Pp. 90. \$.80.

Practical Projects for Elementary Schools. By Lillian I. Lincoln. Boston: Ginn & Co., 1924. Pp. 312. \$1.48.

A Journey to Health Land. By J. Mace Address and Annie Turner Address. Boston: Ginn & Co., 1924. Pp. 194.

The Boys and Girls of Wake-Up Town. By J. Mace Address. Boston: Ginn & Co., 1924. Pp. 218. Illus.

A Book of Letters for Young People. By Stella S. Center and Lilian M. Saul. New York: Century Co., 1924. Pp. xxii+219. \$.85.

The Century Collegiate Handbook. By Garland Greever and Easley S. Jones. New York: Century Co., 1924. Pp. xvi+331. \$1.25.

Teaching English in Junior High Schools. By Hattie L. Hawley. Boston: Houghton Mifflin Co., 1924. Pp. 142. \$1.20.

Principles of Teaching Practically Applied. By Ruby Minor. Boston: Houghton Mifflin Co., 1924. Pp. 281. \$1.90.

Cervantes' Don Quixote. Edited by Daniel Da Cruz and J. W. Kuhne. Boston: Allyn & Bacon, 1922. Pp. 173+65. \$1.00.

Mademoiselle de la Seigliere. By Jules Sandeau. Edited by Louis De Vries. Boston: Allyn & Bacon, 1924. Pp. 187. \$.80.

France—Methode Directe de Francais. By Mme. Camerlynck and G. H. Camerlynck. Boston: Allyn & Bacon, 1924. Pp. 256. \$1.25.

The Song of Three Friends and The Song of Hugh Glass. By John G. Neihardt. New York: Macmillan Co., 1924. Pp. xxvi+336.

- A French Grammar.* By William Eric Morrison and Jean Ch. Gauthier. New York: American Book Co., 1923.
- Farm Accounting.* By E. L. Currier, N. J. Lennes, and A. S. Merrill. New York: Macmillan Co., 1924. Pp. 287.
- Elements of Social Science.* By Henry P. Fairchild. New York: Macmillan Co., 1924. Pp. 484. Illus.
- What Education Has the Most Worth?* By Charles F. Thwing. New York: Macmillan Co., 1924. Pp. 235. \$2.00.
- Teaching Business Subjects in the Secondary School.* Edited by Conner Thorne Jones. New York: Ronald Press, 1924. Pp. 307.
- Changing Conceptions Relative to the Planning of Lessons.* By Lois C. Mossman. New York: Teachers College, Columbia University, Contributions to Education, No. 147, 1924. Pp. vi+72.
- The Influence of Specialized Training on Tests of General Intelligence.* By Katharine B. Graves. New York: Teachers College, Columbia University, Contributions to Education, No. 143, 1924. Pp. 84.
- Modern Mathematics.* Seventh School Year. By Raleigh Schorling and John R. Clark. Yonkers, N. Y.: World Book Co., 1924. Pp. xvi+256. \$.88.
- Modern Mathematics.* Eighth School Year. By Raleigh Schorling and John R. Clark. Yonkers, N. Y.: World Book Co., 1924. Pp. xiv+254. \$.88.
- Modern Algebra.* Ninth School Year. By Raleigh Schorling and John R. Clark. Yonkers, N. Y.: World Book Co., 1924. Pp. xiv+382. \$1.36.
- The Boys' Own Book of Politics.* By William G. Shepherd. New York: Macmillan Co., 1924. Pp. xvi+215. Illus.
- New Complete Business Arithmetic.* By George H. Van Tuyl. New York: American Book Co., 1924. Pp. 440.
- Living English for New Americans.* By Ettie Lee and Jennie I. Page. New York: Macmillan Co., 1924. Pp. 280.
- Measuring Results in Education.* By Marion Rex Trabue. New York: American Book Co., 1924. Pp. 492.
- Leyendas Espanolas.* By Jose A. Sanchez Perez. Edited by Fannie Malone. New York: Allyn & Bacon, 1924. Pp. 194. \$.80.
- Contes Bleus.* By Edouard R. L. DeLaboulaye. Edited by George E. Wisewell. New York: Allyn & Bacon, 1924. Pp. 253. \$.80.
- Beowulf.* A New Verse Translation. By William E. Leonard. New York: Century Co., 1923. Pp. 179. \$1.00.
- Workaday Arithmetic.* By Margaret M. Campbell. New York: Century Co., 1924. Pp. 204. \$.90. Teacher's Manual, pp. 74. Century Vocational Series.
- Pioneers of the Kindergarten in America.* Authorized by the International Kindergarten Union. Prepared by the Committee of Nineteen. New York: Century Co., 1924. Pp. xxii+298. \$2.00.
- Mary Gay Stories.* By Stella Boothe and Olive I. Carter. A New World Health Reader. Yonkers, N. Y.: World Book Co., 1924. Pp. x+119. Illus. \$.60.
- Breaking Sod on the Prairies.* A Story of Early Days in Dakota. By Clarence W. Taber. Pioneer Life Series. Yonkers, N. Y.: World Book Co., 1924. Pp. viii+292. Illus. \$1.36.
- Education of Gifted Children.* By Lulu M. Stedman. Measurement and Adjustment Series. Yonkers, N. Y.: World Book Co., 1924. Pp. viii+192. \$1.80.
- The Cost of Government and the Support of Education.* By Harold F. Clark. New York: Teachers College, Columbia University, 1924. Contributions to Education, No. 145. Pp. x+77.

Schools in Bulgaria. By William F. Russell. New York: Teachers College, Columbia University, 1924. Pp. x+101.

IN PAPER COVERS

- An Introduction to Safety Education.* National Safety Council, 168 North Michigan Ave., Chicago, 1924.
- Science for Grades 7, 8, and 9.* Oakland, Cal.: Superintendent's Bulletin, Course of Study Series No. 21, 1923.
- The Program of Measurement in Contra Costa County.* By Raymond H. Franzen and William H. Hanlon. Martinez, Cal.: Standard Print, 1923.
- A Study of the Overage Child in School Districts 17 and 18, City of New York.* By William O'Flaherty, District Superintendent.
- Summer Quarter, June 10–August 21, 1924.* Greeley, Colo.: Colorado State Teachers College Bulletin, Series XXIII, No. 10.
- The Order of the Written Page.* By Elva R. Garfield. Copyright, 1924, by the author. Accompanied by *Method and Apparatus for Teaching Manuscript Form*. Handbook printed at Hammond Printing Co.; apparatus manufactured at the Hollis Press, Inc., New York City, 1924.
- Experimental Curriculum-Making in the Social Studies.* By J. Montgomery Gambrill. Philadelphia, Pa.: McKinley Publishing Co., 1924.
- Fine and Industrial Arts, St. Cloud Public Schools, Grades One—Six.* By Jean Van Vliet Spencer. Published by Board of Education, St. Cloud, Minnesota, 1924. \$1.75.
- The Influence of Highway Transport upon the Religious Life of My Community.* Prize Winning Essays in the competition for the Harvey S. Firestone University Scholarship for 1923. Washington, D. C.: Highway Education Board.
- Booklist Books, 1923.—A Selection.* Chicago: American Library Association, 1924.

Department of the Interior, Bureau of Education Bulletins, 1923: No. 46, *A Study of Distinguished High-School Pupils in Iowa*, by Charles Deich and Elmer E. Jones. No. 50, *Free Textbooks for Public-School Pupils*, by William R. Hood. No. 52, *Schools for the Deaf, 1921–22*, by Frank M. Phillips. No. 56, *Survey of the Schools of Alexandria, Virginia*. No. 57, *Educational Tests*, by Stephen S. Colvin. No. 58, *Statistics of Kindergartens, 1921–22*, by Frank M. Phillips. No. 59, *Schools and Classes for Feeble-Minded and Subnormal Children, 1922*. Bulletins, 1924, No. 2, *Industrial Schools for Delinquents, 1921–22*. School Health Studies, No. 6, *Municipal and School Playgrounds and Their Management*. No. 5, *Health Promotion in a Continuation School*, by Harriet Wedgwood. Health Education, No. 5, *Child Health Program for Parent-Teacher Associations and Women's Clubs*, by Lucy Wood Collier, revised by Harriet Wedgwood. No. 16, *The Continuing Need for Teachers of Child Health*, by Dorothy Hutchinson and Harriet Wedgwood. Kindergarten Circulars: No. 13, *Prefirst-Grade Training*, by William T. Root. No. 14, *References on Preschool and Kindergarten-Primary Education*. No. 15, *How the Kindergarten Prepares Children for Primary Work*, by Mary G. Waite. Higher Education Circulars: No. 27, *Need of Art Training in College*, by George C. Nimmons. No. 28, *The Rhodes Scholarships*. Regulations for the United States of America, 1924. Library Leaflets: No. 19, *List of References on Education of Women in the United States*. No. 20, *List of References on the Junior High School*. No. 21, *List of References on Home Economics*. No. 22, *List of References on Secondary Education in the United States*. No. 23, *Bibliography of All-Year Schools and Vacation Schools in the United States*.



"Here's the place to look in
WEBSTER'S NEW
INTERNATIONAL DICTIONARY
The Supreme Authority"

The Dictionary will prove a constant friend and helper to pupils especially in their English, Geography, and History lessons. What more lasting service can you, as a teacher, perform than to direct an inquiring mind to the source of accurate, up-to-date information?

Why not say to your Principal that a *New International* is much needed in your classroom? Write for Helps in Teaching the Dictionary, Free.

G. & C. MERRIAM CO., Springfield, Mass.
Get the Best

Readoptions throughout the country evidence the satisfaction of all types of schools with Ritchie-Caldwell New-World Health Series. If you don't know the books send for Brief to **WORLD BOOK COMPANY, Yonkers-on-Hudson, New York, or 2126 Prairie Avenue, Chicago.**

THE ARLO PLAN OF
Reading for Interpretation

Ten minutes' work, or play, with WHO-KNOWS, for fourth grade and up, will make a number lesson go with a snap.

WHO-KNOWS, a book of puzzle stories, by Bertha B. and Ernest Cobb.

THE ARLO PUBLISHING COMPANY
Newton Upper Falls, Mass.

United States
Western Hemisphere
Eastern Hemisphere
North America
South America Europe
Africa Asia

8 MAPS NEW, ACCURATE, clear and complete in every detail; in dust-proof, drop-front, spring-roller oak case with built-in lock; the finest maps of their size published; each map 40 x 56 inches.

\$24.00

These maps are also sold separately. Any map on plain rollers, price \$2.25; any map in steel, spring-roller case, price \$5.00. All transportation charges prepaid.

EXAMINATION PRIVILEGE. If your school needs this set of maps, order it now. If not entirely satisfied, return the set within 30 days at our expense.

If you need maps of any kind, write for OUR FREE BOOKLET

This booklet lists 100 maps and 10 distinct sets for every school need in geography and history. All maps are new and clearly described by title. We believe we make the best school maps in America and sell them at the lowest prices — the proof is that they are the most widely used.

MCCONNELL
SCHOOL MAP CO.

Dept. C, 213 Institute Place - Chicago

When you ask for
"Wax Crayons"

Say

"Crayonex"

WRITE FOR
 DETAILED BOOKLET
 IN COLORS



The American Crayon Company

Sandusky, Ohio
New York

Established 1835

How keen are you for new ideas?

To teachers who are searching for ways and means of putting into actual classroom use new ideas that investigation and practice have proved to be educationally sound, *Self-Help English Lessons*, by Julia H. Wohlfarth and John J. Mahoney, is an educational gold mine.

As the title indicates, the outstanding characteristic of this language series is that it is *self-teaching*. The lessons are aimed directly at the pupil; they help him to become independent and self-reliant.

Habit-forming drills, ear-testing exercises, lessons in pronunciation, and drives against carelessness are some of the *new features* that *Self-Help English Lessons* develops in an absolutely *new way*.

Three books for grades three to eight

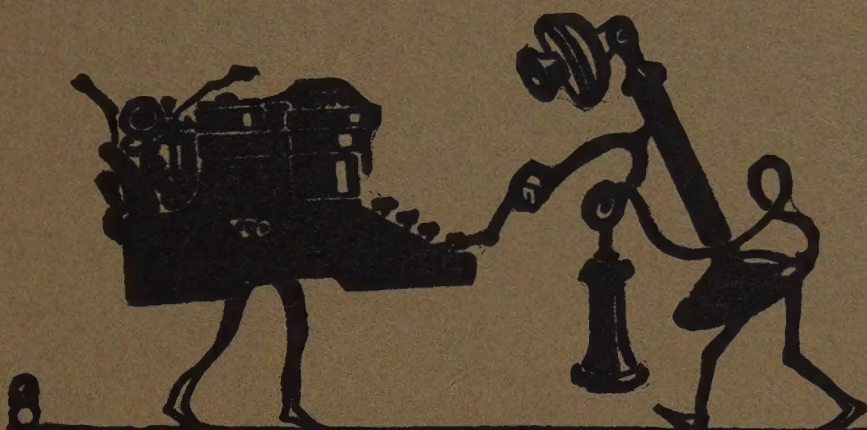
*Write for Self-Help English Lessons Brief, a complete
description*



World Book Company

Yonkers-on-Hudson, New York

2126 Prairie Avenue, Chicago



FRIENDS — always and all ways

The Noiseless Typewriter is the silent partner of the telephone.

No longer need you wave a commanding "stop" to your stenographer every time you pick up the receiver.

The Noiseless speeds along so quietly that your stenographer can work close beside your elbow without annoyance—yes, even when you are talking "long-distance".

*Ask for
Booklet and
Impressive
List of Users*

The **NOISELESS TYPEWRITER**

The Noiseless Typewriter Company, 253 Broadway, New York
'Phone ★Barclay 3070

J. B. LIPPINCOTT COMPANY

SPELLERS THAT GET RESULTS
follow the trail of scientific knowledge

LIPPINCOTT'S HORN-ASHBAUGH SPELLING BOOK

succeeds in practice because its elements without exception are based on the weight of evidence. It incorporates

Individual work on individual problems, a saving of two-thirds of time through pre-testing and selective study.

Positive check on the reliability of the preliminary test. No word slips through by accident.

Study method for the pupil incorporating all steps of known value and focussed on writing use.

Automatic indication of all pupils whose study method falls off in efficiency.

Habituation of words studied through exact distribution of review.

Adaptability to difficulty: stubborn errors receive increased attention.

Teaching ease, a specific method which makes correct pedagogy the line of least resistance.

Vocabulary based on every significant study of correspondence, — the standard of comparison.

Grading which provides important words early, and gives lessons of even difficulty.

Organization which gives no grade more work than it can comfortably cover.

The above are the characteristics of a modern speller. Only one incorporates them all. If you are interested in improving spelling in your schools, let us hear from you.

SOUTH 8th ST.

PHILADELPHIA

2126 PRAIRIE AVE.

CHICAGO

STENOGRAPHIC REPORTS OF LESSONS

A verbatim report of ten lessons taught under normal conditions in the Horace Mann School. Nine school subjects in eight different grades are covered. Professor Hillegas of Teachers College who is directing the study says:

"Accurate reports of lessons are of positive value to teachers and to those who are training to become teachers. Such reports can never take the place of demonstration lessons taught in the presence of learners, but they may be used to advantage for some purposes that are not served by observing class work. In courses for supervisors it is customary to call upon students to describe the lesson under consideration. It requires training before students even in a graduate class can give a satisfactory description of what took place. In the earlier stages of the student's development a reported lesson will be helpful. Teachers can by means of such reports obtain a much wider acquaintance with class room procedure than can possibly come from the limited amount of visiting that is possible."

89 pages, 65 cents postpaid

Published by BUREAU OF PUBLICATIONS
TEACHERS COLLEGE, COLUMBIA UNIVERSITY NEW YORK CITY